



Fall 2006

2006

ACCOUNTABILITY REPORT ON MAYOR-SPONSORED CHARTER SCHOOLS

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City of
Indianapolis
Bart Peterson, Mayor





Dear Citizens of Indianapolis:

For our city to succeed, we must offer families in our community high-quality public school options. Charter schools provide families the choice of selecting a school that best fits their child's needs, coupled with stringent measures of performance and achievement. We measure progress through a system that is rigorous, relevant, and transparent, and that incorporates a wide range of tools, including test score analyses, parent, student and school staff surveys, expert site visits, and governance and financial reviews. This report broadly shares this comprehensive accounting of results.

This year, my office's charter schools initiative was recognized at the national level for its strong accountability and unique approach to charter school authorizing. In July, the initiative received the prestigious Innovations in American Government Award through Harvard University's Kennedy School of Government. The award, often referred to as the "Oscars" of government awards, included a \$100,000 prize which will be used to continue to improve public education in our city.

Charter schools would not be successful without the many outstanding civic and community organizations and citizens in this city who have applied their energy to the establishment of these

schools. To date, my office has approved 20 schools. This past summer, three celebrated the completion of their fourth year in operation, one its third year, five their second year, and three their first, with more than 2,700 students in attendance overall.

This report provides you with information about the progress of these schools, as well as a detailed analysis of each school's performance during the 2005-06 school year. This is the fourth annual Accountability Report that my office has produced. We've incorporated several improvements into the report this year, such as information on the Fourth Year Charter Reviews. The three original charter schools that my office approved (21st Century Charter School at Fall Creek, Christel House Academy and Flanner House Elementary School) reached the mid-term of their charters this year. My office engaged SchoolWorks, an educational consulting group, to develop and conduct reviews of these schools. SchoolWorks placed teams of independent reviewers in each school for two-and-a-half days to collect and analyze data about school programs and practices. The teams' key findings are found in this report.

Because charter schools are public

schools, I have always been committed to public accountability for the schools I've authorized. This year's report continues the tradition of making sure parents, public officials and the community at large know how the schools are performing over time. As always, additional information about these charter schools and the initiative overall is available through the City of Indianapolis' charter school website, www.indygov.org/eGov/Mayor/Education/Charter.

Thank you for your interest in charter schools.

Sincerely,

Bart Peterson
Mayor



ACKNOWLEDGMENTS



The Mayor's Office wishes to express its gratitude to a number of audiences. First and foremost, we are grateful to the Mayor-sponsored charter schools for their ongoing endeavors to deliver new educational opportunities for families in our community, and to the teachers, parents and students who support the schools every day. We would like to extend our special thanks to the members of the Indianapolis Charter Schools Board and the Indianapolis City-County Council, and particularly to Councillors Ron Gibson and Marilyn Pfisterer, for their support. We are especially grateful to the Annie E. Casey Foundation for its many contributions. We also thank all those who reviewed this report for their valuable assistance.

During the 2005-06 school year, the Mayor's charter schools initiative was led by Indianapolis Charter Schools Director David Harris. On July 31, 2006, Daniel Roy became the new Director as Mr. Harris became CEO and President of a newly formed nonprofit organization. In conjunction with the Director, Assistant Director Corrie Heneghan develops and monitors charter school oversight policies and builds infrastructure for the initiative. Nicole Wiltout, Charter Schools Accountability Manager, serves as a day-to-day contact for schools and monitors reporting. Aaron Smith, Charter Schools Special Assistant, provides administrative and operational support for all efforts related to the initiative.

The Mayor's Office would also like to recognize the following local and national experts for their efforts in developing this report:

Dr. Bryan C. Hassel, co-director of Public Impact, served as the Mayor's Office's principal advisor as it developed and refined its accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's degree from Oxford University, which he attended as a Rhodes Scholar. Dr. Hassel is the author of *The Charter School Challenge*, published by the Brookings Institution.

Dr. Ruth Green, senior fellow for research at the University of Indianapolis' Center of Excellence in Leadership of Learning (CELL), led CELL's involvement with the initiative. She served on the team that designed the accountability system, developed the site visit protocol, led site visits, and provided support for the parent, staff and student surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability.

Dr. Steve Tegarden is a former superintendent of schools in Carmel, Indiana and Glastonbury, Connecticut, and former interim superintendent of the Metropolitan School District of Washington Township in Indianapolis. He served as a member of the expert site visit teams that evaluated 21st Century Charter School at Fountain Square and Charles A. Tindley Accelerated School.

Kaaren Rodman, a retired English and foreign language teacher at North Central High School in Indianapolis and a Fulbright Scholar, served on the expert site visit teams that evaluated 21st Century Charter School at Fountain Square, Decatur Discovery Academy and Indianapolis Lighthouse Charter School.

Dr. Gloria Ameny-Dixon is an Assistant Professor and Program Coordinator for the Master of Arts in Teaching program at the University of Indianapolis and holds a doctorate in Curriculum and Instruction from Louisiana State University. She served as a member of the expert site visit team that evaluated Decatur Discovery Academy.

Diana Daniels, an experienced leadership trainer and Adjunct Professor at Anderson University, served as a member of the expert site visit teams that evaluated Charles A. Tindley Accelerated School and KIPP Indianapolis College Preparatory.

Dr. Carolyn Fay, a retired educator, held several teaching positions in Indianapolis Public Schools throughout her career. She served as a member of the expert site visit team that evaluated Indianapolis Metropolitan Career Academy #1.

Gail Fox, who holds a master's degree from the University of Indianapolis and was a research assistant and project coordinator at CELL, coordinated the survey data collection and participated as a classroom observer for expert site visits.

Dr. Terrence Harewood, an Assistant Professor of Education at the University of Indianapolis, holds a doctorate in Educational Administration from Miami University. He served as a member of the expert site visit teams that evaluated Andrew J. Brown Academy and Indianapolis Metropolitan Career Academy #2.

Dr. Kerry Hoffman holds a doctorate from Purdue University in Curriculum Instruction-Language and Literacy Education. She served as a member of the expert site visit team that evaluated 21st Century Charter School at Fountain Square.

Terrence Parker, an Advanced Placement French Teacher at Ben Davis High School, served as a member of the expert site visit team that evaluated Andrew J. Brown Academy. He holds a master's degree in Teaching from the University of Indianapolis.

Christa Parrish, assistant principal of Carmel Middle School in Carmel, Indiana, served as a member of the expert site visit teams that evaluated Indianapolis Metropolitan Career Academy #1 and KIPP Indianapolis College Preparatory. She holds a master's degree in School Administration from the University of North Carolina and a master's degree in School Counseling from Butler University.

Dr. Jose Rosario, an experienced university professor currently teaching at the Indiana University Purdue University at Indianapolis School of Education, served as a member of the expert site visit team that evaluated Indianapolis Metropolitan Career Academy #2. He holds a master's degree and a doctorate in Curriculum and Instruction from the University of Wisconsin-Madison.

ACKNOWLEDGMENTS CONTINUED

David Scott, an experienced primary and head teacher who has served as an Inspector with Her Majesty's Inspectorate in the United Kingdom since 1985, served as a member of the expert site visit team that evaluated Southeast Neighborhood School of Excellence.

Lori Shaw, a coaching coordinator with CELL, holds a master's degree in Educational Leadership from the University of Indianapolis. She served as a member of the expert site visit teams that evaluated Indianapolis Lighthouse Charter School, Indianapolis Metropolitan Career Academy #1 and Southeast Neighborhood School of Excellence.

David Soots, an experienced educator in writing and literature at the high school and college level, holds a master's degree in Education from Indiana University. He served as a member of the expert site visit teams that evaluated Decatur Discovery Academy, KIPP Indianapolis College Preparatory and Southeast Neighborhood School of Excellence.

Dr. Sharon Wilkins, an experienced educator and consultant with CELL, holds a bachelor's degree and master's degree from Ball State University, an Administrative Certification

from Butler University, and a doctorate from Indiana University. She served as a member of the expert site visit teams that evaluated Indianapolis Lighthouse Charter School and Charles A. Tindley Accelerated School.

Susan Zapach, a fellow with CELL, holds a master's degree in Curriculum and Instruction with a concentration in Learning Disabilities from the University of Indianapolis. She served as a member of the expert site visit team that evaluated Indianapolis Metropolitan Career Academy #1.

Dr. Zora Ziazi, a research associate with CELL, served as a member of the expert site visit teams that evaluated 21st Century Charter School at Fountain Square, KIPP Indianapolis College Preparatory and Southeast Neighborhood School of Excellence. She also managed CELL's analysis of the parent, staff and student survey data.

Umbaugh developed and carried out the Mayor's system of financial oversight of charter schools. With over 50 years of experience, the firm is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

Adam Lowe, founder of Saffron Ventures, an education consulting firm based in Bloomington, Indiana, has assisted the initiative in various capacities, including redesigning guidance for governance and compliance oversight and contributing to the fourth year review reports and to this report. In 2005-06, Mr. Lowe, a graduate of Brown University, also coordinated efforts on behalf of CELL to support the development of new small high schools in Indianapolis.

Matt Arkin, a senior consultant with Public Impact, was a valuable contributor to this report. He holds a master's degree in Education and a master's degree in Business Administration from Stanford University. At Stanford, Mr. Arkin founded the annual Stanford Business of Education Conference and led the development of a strategic plan for the Executive Education Group.

Sarah Crittenden, an analyst at Public Impact, made valuable contributions to this report. She holds bachelor's degrees in Psychology and Sociology from the University of North Carolina at Chapel Hill.

SchoolWorks, an education consulting firm, developed the protocol for the fourth year reviews and led the fourth year site visits.

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Supplemental Reports

Electronic versions of the supplemental reports are available on-line and include the following:

Supplemental Report 1: Financial Status of Indianapolis Charter Schools

Supplemental Report 2: The Mayor's Charter School Accountability System

Supplemental Report 3: Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

Other Documents

Electronic versions of other documents referenced in the accountability report are available on-line and include the following:

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Third Year Self Evaluation and Site Visit Protocol
- Fourth Year Charter Review Protocol
- Surveys of Mayor-Sponsored Charter School Parents, Staff, and Students
- Charter School Governance and Compliance Handbook
- Detailed Descriptions of Schools Opening in Future Years
- Indianapolis Mayor's Office Fourth Year Charter Review Report – 21st Century Charter School at Fall Creek
- Indianapolis Mayor's Office Fourth Year Charter Review Report – Christel House Academy
- Indianapolis Mayor's Office Fourth Year Charter Review Report – Flanner House Elementary School

The Accountability Report, Supplemental Reports, and other documents referenced in the Accountability Report are on-line at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm.

A COMMITMENT TO ACCOUNTABILITY

Since 2001, Mayor Bart Peterson has exercised his authority to issue charters to create new public schools within Marion County. The first three schools that Mayor Peterson authorized opened in fall 2002, and there are currently 16 Mayor-sponsored schools in operation. This report provides information about the 12 Mayor-sponsored charter schools that were open during the 2005-06 school year.

The Mayor is committed to chartering only those schools that will provide the highest-quality education to the children of Indianapolis. To fulfill this commitment, the Mayor's Office has designed and implemented a comprehensive system for gathering detailed information about the schools, obtaining expert analyses of the schools' performance, and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office enlisted leading accountability and charter school experts from Indianapolis and around the country to design and implement its accountability system.

In 2005-06, the Mayor's Office evaluated schools in several ways and at several stages in the schools' lives, including:

Multiple visits to each school. These visits included:

Pre-opening visits: Guided by a detailed checklist, the Mayor's staff worked with each new school prior to its opening to ensure that it was prepared to open in full compliance with education, health, safety, and other vital requirements.

Expert team visits: Teams of experts conducted site visits of all 12 Mayor-sponsored schools operating in 2005-06. Teams visited each first and second year school for one full day in early winter and another full day in late spring. A team visited the school in its third year of

operation, and that school also began a self-evaluation process, the results of which the school will present in a televised meeting of the Indianapolis Charter Schools Board. In addition, the Mayor's Office retained SchoolWorks, an educational consulting group, to review the three schools in their fourth year of operation. SchoolWorks developed a review protocol, and then placed teams of independent reviewers in these schools for two-and-a-half days to collect and analyze data about each school's programs and practices. The teams' key findings are in this report.

Governance and compliance visits: The Mayor's charter schools staff conducted regular visits to the schools to examine their business and financial operations and to monitor compliance with various federal, state, local and Mayor's Office requirements.

Independent, confidential surveys of parents, staff and students. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis surveyed staff, parents and students in spring 2006 to rate their satisfaction with the schools on a variety of issues. Nearly all staff, 49% of parents, and 76% of eligible middle and high school students participated in these confidential surveys.

Expert analysis of test score data. The Mayor's Office required each school to administer a rigorous, nationally recognized and norm-referenced standardized test to its students in both the fall and the spring. All 12 schools administered the well-regarded and widely-used Northwest Evaluation Association's (NWEA) Measures of Academic Progress to meet this requirement. Experts in test score analysis from NWEA examined how well students progressed in reading, language, and mathematics. The researchers employed state-of-the-art

statistical techniques to measure each student's progress and determine whether students were making sufficient gains to reach proficiency by the target year in these core subjects. This analysis provides a critical supplement to the schools' results on Indiana's ISTEP+, which currently allows for only a limited measurement of students' progress over time.

Outside review of each school's finances.

The Mayor's Office contracted with an outside accounting firm, Umbaugh, to analyze each school's finances. Additionally, the Indiana State Board of Accounts audited the finances and accounting processes for schools in their second and fourth years of operation. Information about these audits for specific schools is in this report.

Special education review. At the Mayor's Office's request, the Division of Exceptional Learners at the Indiana Department of Education conducted on-site reviews of the special education services provided by Mayor-sponsored charter schools in their first year of operation, and also served as an ongoing resource. In addition, expert site visit teams led by Dr. Ruth Green conducted special education reviews of schools in their fourth year of operation. The on-site visits were conducted to ensure the schools were complying with state and federal special education requirements and appropriately meeting their special education students' needs.

Together, all of these sources of information provide a comprehensive picture of how well Mayor-sponsored charter schools are performing. This report is the primary means by which the Mayor's Office shares this information with the public.



*“The Mayor’s Office continues to demonstrate a strong commitment to serving **all** students in the charter schools it sponsors, regardless of the special needs the students may have. The Mayor’s Office has helped to provide resources for its schools and encourages school leaders to make special education a priority. The students have benefited greatly from this commitment. We look forward to continuing to work closely with the Mayor’s Office to support these schools.”*

Dr. Robert Marra

Associate Superintendent, Division of
Exceptional Learners, Indiana Department
of Education

“We’re pleased to be part of Mayor Bart Peterson’s nationally recognized and award winning effort to provide kids and families in Indianapolis with more quality public school options that improve student achievement and help prepare young people for adult success. These new public schools help families realize the aspirations that they have for their children and also create effective partnerships and connections between teachers, families, community institutions, and students. Mayor Peterson remains steadfast in his commitment to charter and oversee schools in a way that ensures that they are accountable for results.”

Dr. Bruno Manno

Senior Associate for Education, The Annie
E. Casey Foundation

ACCOUNTABILITY-RELATED DOCUMENTS DEVELOPED BY THE MAYOR’S OFFICE

- Charter School Accountability Handbook
- Charter School Performance Framework
- The “Charter” – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Third Year Self Evaluation and Site Visit Protocol
- Fourth Year Charter Review Protocol
- Surveys of Mayor-Sponsored Charter School Parents, Staff and Students
- Charter School Governance and Compliance Handbook

These accountability-related documents developed by the Mayor’s Office are available on-line at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm.





THE SCHOOLS

SUMMARY OF PERFORMANCE

Based on the results of the tests that schools administered in the fall and spring, the surveys of parents, staff and students, school visits, and other information, the Mayor's Office analyzed each school's 2005-06 performance. The purpose of this analysis was to answer the following questions, which are part of the Mayor's Charter School Performance Framework:

Is the educational program a success?

- Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- Are students making substantial and adequate gains over time, as measured using value-added analysis?
- Is the school outperforming schools that the students would have been assigned to attend?
- Is the school meeting its school-specific educational goals?

Is the organization effective and well-run?

- Is the school in sound fiscal health?
- Are the school's student enrollment, attendance, and retention rates strong?
- Is the school's board active and competent in its oversight?
- Is there a high level of parent satisfaction with the school?

- Is the school administration strong in its academic and organizational leadership?
- Is the school meeting its school-specific organizational and management performance goals?

Is the school meeting its operations and access obligations?

- Has the school satisfactorily completed all of its organizational structure and governance obligations?
- Is the school's physical plant safe and conducive to learning?
- Has the school established and implemented a fair and appropriate pupil enrollment process?
- Is the school fulfilling its legal obligations related to access and services to students with special needs?
- Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Is the school providing the appropriate conditions for success?

- Does the school have a high-quality curriculum and supporting materials for each grade?
- Are the teaching processes (pedagogies) consistent with the school's mission?

- For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Has the school developed adequate human resource systems and deployed its staff effectively?
- Is the school's mission clearly understood by all stakeholders?
- Is the school climate conducive to student and staff success?
- Is ongoing communication with students and parents clear and helpful?

This section provides information about how Mayor-sponsored charter schools as a group are performing, followed by a summary of performance information by individual school. The summaries provided below address the four main questions in the Mayor's Charter School Performance Framework, which can be found in its entirety at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

The Indiana Department of Education annually determines whether each public school in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are calculated based on student achievement and participation rates on the ISTEP+ in English and math, student attendance rates for elementary and middle schools, and graduation rates for high schools. For

high schools that have not operated long enough to graduate students, attendance rates are considered for the AYP determination. New schools receive a rating at the end of their second year of operation, and nine Mayor-sponsored charter schools have been open long enough to receive an AYP determination. AYP is determined for a number of indicators based on the student subgroups present at a school,

and to make AYP overall, a school must meet the performance targets for every indicator in each subgroup. Three of the nine schools that received a determination made AYP overall, while the other six did not. ■ **CHART A** shows the fraction of indicators for which each Mayor-sponsored school met AYP goals.

<div> <div>A</div> <div>2005-06 ADEQUATE YEARLY PROGRESS DETERMINATIONS</div> </div>			
	AYP	Indicators	Reasons schools did not make AYP
21st Century Charter School at Fall Creek	No	7/9	Did not meet math targets for black and free/reduced lunch subgroups
Andrew J. Brown Academy	Yes	10/10	
Charles A. Tindley Accelerated School	No	7/10	Did not meet math targets for all students or for black and free/reduced lunch subgroups
Christel House Academy	Yes	13/13	
Flanner House Elementary School	Yes	10/10	
Indianapolis Metropolitan Career Academy #1	No	1/4	Did not meet math, attendance rate or participation rate targets
Indianapolis Metropolitan Career Academy #2	No	1/4	Did not meet English, math or attendance rate targets
KIPP Indianapolis College Preparatory	No	2/8	Did not meet English or math targets for overall, black and free/reduced lunch subgroups, and did not meet participation rate targets for black and free/reduced lunch subgroups
Southeast Neighborhood School of Excellence	No	1/4	Did not meet English, math or attendance rate targets
<p>Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. ■ Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the following subgroups: American Native, Asian, Hispanic, Limited English Proficient, and Special Education.</p>			

PUBLIC LAW 221 CATEGORY PLACEMENTS

For the first time in 2005-06, the Indiana Department of Education placed all public schools in academic performance categories based on Indiana's accountability law, Public Law 221. The Public Law 221 category placements are based on the improvement in student pass rates on the ISTEP+ across all grades and subjects from one year to the next. There are five category placements

that schools can receive: Exemplary Progress; Commendable Progress; Academic Progress; Academic Watch; and Academic Probation. A school's baseline pass rate determines how much improvement a school must demonstrate to receive a high category placement – the lower the baseline pass rate, the more improvement a school must demonstrate in order to receive a high category placement.

Schools are placed in categories annually. New schools are placed in categories at the end of their second year of operation. Nine Mayor-sponsored charter schools have been in operation long enough to receive a Public Law 221 category placement. ■ **CHART B** shows the category placements for each Mayor-sponsored school.

B

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENTS

	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
21st Century Charter School at Fall Creek	●				
Andrew J. Brown Academy	●				
Charles A. Tindley Accelerated School					●
Christel House Academy	●				
Flanner House Elementary School				●	
Indianapolis Metropolitan Career Academy #1					●
Indianapolis Metropolitan Career Academy #2		●			
KIPP Indianapolis College Preparatory		●			
Southeast Neighborhood School of Excellence					●

Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. ■ A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS: CHANGE OVER TIME

■ **CHART C** shows ISTEP+ results for Mayor-sponsored charter schools in their second, third, and fourth years, which have been open long enough to have administered the ISTEP+ at least twice. The schools included in ■ **CHART C** are 21st Century Charter School at Fall Creek, Andrew J. Brown Academy, Charles A. Tindley Accelerated School, Christel House Academy, Flanner House Elementary School, Indianapolis Metropolitan Career Academy #1, Indianapolis Metropolitan Career Academy #2, KIPP Indianapolis College Preparatory and Southeast

Neighborhood School of Excellence. It is possible to use the color-coded boxes in this figure to compare the performance of overall classes of students over time: (e.g., the orange boxes show how 3rd graders in 2003 performed in 2004 as 4th graders and in 2005 as 5th graders). ■ **CHART D** displays the same comparisons for Indiana as a whole.

Across all 28 of these comparisons, pass rates at Mayor-sponsored charter schools rose by a weighted average of 10 percentage points. For the 21 one-year changes (2004 to 2005), the average increase was seven points. For the seven

two-year changes (2003 to 2005), the average increase was 22 points. These figures are not perfect measures of how much individual students are learning over time because the group of students tested changes somewhat from one year to the next. However, this approach is much more meaningful than comparing, for example, this year's 3rd graders with last year's 3rd graders. Some schools were excluded from the calculation of change rates in particular grades because they did not offer those same grades in previous years.

<div>C</div> STUDENTS IN 2ND, 3RD AND 4TH YEAR MAYOR-SPONSORED CHARTER SCHOOLS PASSING ISTEP+ At the <i>Beginning</i> of the Fall Semester												
	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders	51%	59%	67%	35%	50%	56%	30%	41%	49%			
4th Graders		52%	65%		52%	63%		40%	52%			
5th Graders ¹		42%	70%		49%	72%		36%	60%	23%	27%	33%
6th Graders	52%	59%	45%	33%	61%	53%	29%	47%	36%			
7th Graders ²		61%	55%		57%	67%		43%	45%			24%
8th Graders ³		47%	56%		44%	56%		34%	41%			
9th Graders ⁴		44%	59%		30%	47%		24%	42%			
10th Graders			53%			28%			26%			

Source: Indiana Department of Education. ■ Blank areas denote that the applicable grade was not tested in the particular subject area in that year. Percentages rounded to the nearest whole number. All percentages include results from all Mayor-sponsored charter schools that enrolled students in that grade during that year unless otherwise noted. ■ ¹5th grade scores in 2005 do not include KIPP Indianapolis College Preparatory. ■ ²7th grade scores in 2005 do not include Charles A. Tindley Accelerated School. ■ ³8th grade scores in 2005 do not include Charles A. Tindley Accelerated School. ■ ⁴9th grade scores in 2005 do not include Indianapolis Metropolitan Career Academy #1 and Indianapolis Metropolitan Career Academy #2.

D

STUDENTS IN INDIANA PASSING ISTEP + At the *Beginning* of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders	74%	75%	75%	71%	73%	73%	63%	65%	65%			
4th Graders		73%	73%		73%	75%		64%	66%			
5th Graders		72%	73%		72%	76%		63%	66%	61%	62%	64%
6th Graders	69%	70%	71%	72%	75%	78%	62%	63%	66%			
7th Graders		68%	68%		73%	76%		61%	63%			52%
8th Graders	65%	67%	68%	71%	71%	72%	58%	61%	61%			
9th Graders		67%	67%		68%	70%		59%	60%			
10th Graders	69%	68%	68%	67%	64%	64%	60%	57%	57%			

Source: Indiana Department of Education. ■ Blank areas denote that the applicable grade was not tested in the particular subject area that year. Percentages rounded to the nearest whole number.

GROWTH IN TEST SCORES OVER TIME

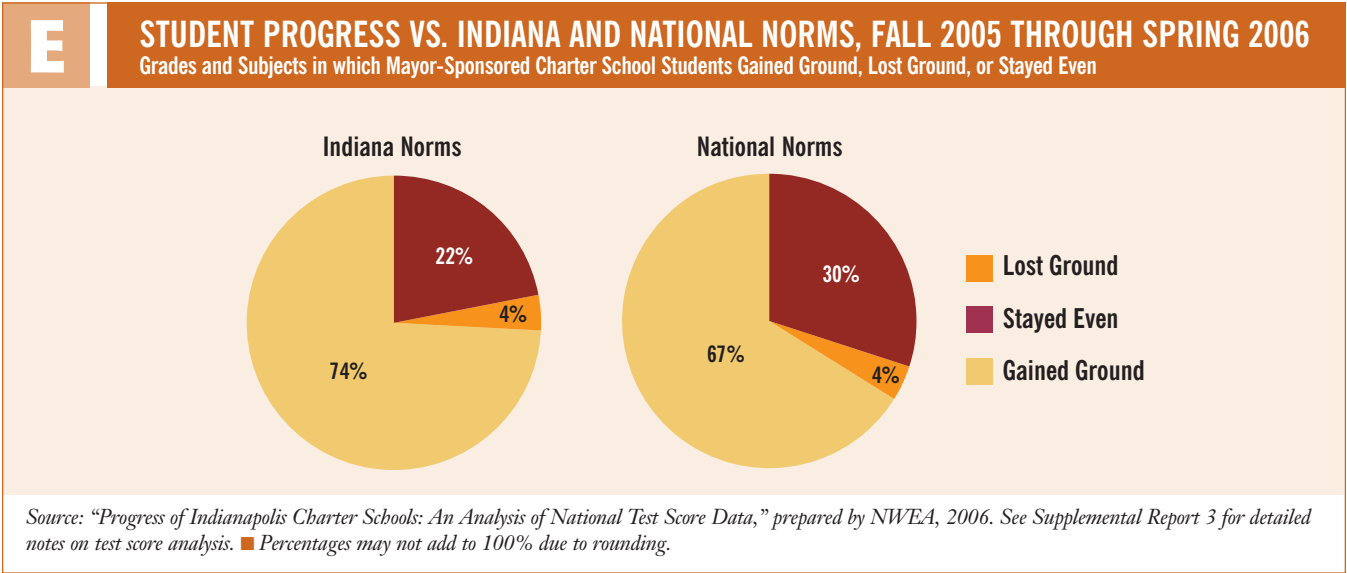
Charter schools administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor’s Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Mayor-sponsored charter school students improve relative to their peers?

NWEA compared the average gains of students at Mayor-sponsored charter schools with those of students across Indiana (■ CHART F) and the US (■ CHART G). The figures show where Mayor-sponsored charter school students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, students at Mayor-sponsored charter schools gained ground relative to their Indiana peers in 20 out of 27 (74%) grades and subjects for which results are available

(■ CHART E). They gained ground relative to their national peers in 18 out of 27 (67%) grades and subjects (■ CHART E). No comparisons are presented for grades 11 and 12 because no Mayor-sponsored charter schools tested students in those grades in 2005-06.



F

ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	MSCS Gains vs. IN Gains		Gained or Lost Ground		
	MSCS Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	15.6	14.0	1.6		
2nd Grade Reading	15.1	13.3	1.8		
2nd Grade Language	14.2	13.8		0.4 ¹	
3rd Grade Math	11.3	10.1	1.2		
3rd Grade Reading	12.2	8.5	3.7		
3rd Grade Language	11.7	8.5	3.2		
4th Grade Math	10.6	9.1	1.5		
4th Grade Reading	8.8	6.6	2.2		
4th Grade Language	9.5	6.3	3.2		
5th Grade Math	10.3	8.9	1.4		
5th Grade Reading	9.4	5.5	3.9		
5th Grade Language	6.6	5.1	1.5		
6th Grade Math	9.6	7.2	2.4		
6th Grade Reading	8.3	4.3	4.0		
6th Grade Language	5.7	3.9	1.8		
7th Grade Math	5.6	6.0		-0.4 ¹	
7th Grade Reading	5.5	3.1	2.4		
7th Grade Language	3.2	2.7		0.5 ¹	
8th Grade Math	2.7	4.6			-1.9
8th Grade Reading	2.9	2.8		0.1 ¹	
8th Grade Language	3.1	2.4	0.7		
9th Grade Math	2.9	2.9		0.0	
9th Grade Reading	6.0	1.5	4.5		
9th Grade Language	2.9	1.4	1.5		
10th Grade Math	2.9	2.6		0.3 ¹	
10th Grade Reading	4.2	0.6	3.6		
10th Grade Language	3.3	0.9	2.4		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students in Mayor-sponsored charter schools made an average gain of 11.3 points, compared to 10.1 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 1.2 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. ■ See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.



ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	MSCS Gains vs. US Gains		Gained or Lost Ground		
	MSCS Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	15.6	13.9	1.7		
2nd Grade Reading	15.1	13.1	2.0		
2nd Grade Language	14.2	14.1		0.1 ¹	
3rd Grade Math	11.3	10.9		0.4 ¹	
3rd Grade Reading	12.2	9.1	3.1		
3rd Grade Language	11.7	9.1	2.6		
4th Grade Math	10.6	8.8	1.8		
4th Grade Reading	8.8	6.5	2.3		
4th Grade Language	9.5	6.3	3.2		
5th Grade Math	10.3	8.7	1.6		
5th Grade Reading	9.4	5.4	4.0		
5th Grade Language	6.6	5.2	1.4		
6th Grade Math	9.6	7.2	2.4		
6th Grade Reading	8.3	4.3	4.0		
6th Grade Language	5.7	4.0	1.7		
7th Grade Math	5.6	6.0		-0.4 ¹	
7th Grade Reading	5.5	3.4	2.1		
7th Grade Language	3.2	2.9		0.3 ¹	
8th Grade Math	2.7	5.2			-2.5
8th Grade Reading	2.9	3.2		-0.3 ¹	
8th Grade Language	3.1	2.6		0.5 ¹	
9th Grade Math	2.9	3.2		-0.3 ¹	
9th Grade Reading	6.0	1.6	4.4		
9th Grade Language	2.9	1.4	1.5		
10th Grade Math	2.9	2.8		0.1 ¹	
10th Grade Reading	4.2	0.8	3.4		
10th Grade Language	3.3	1.1	2.2		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 15.6 points, compared to 13.9 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 1.7 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

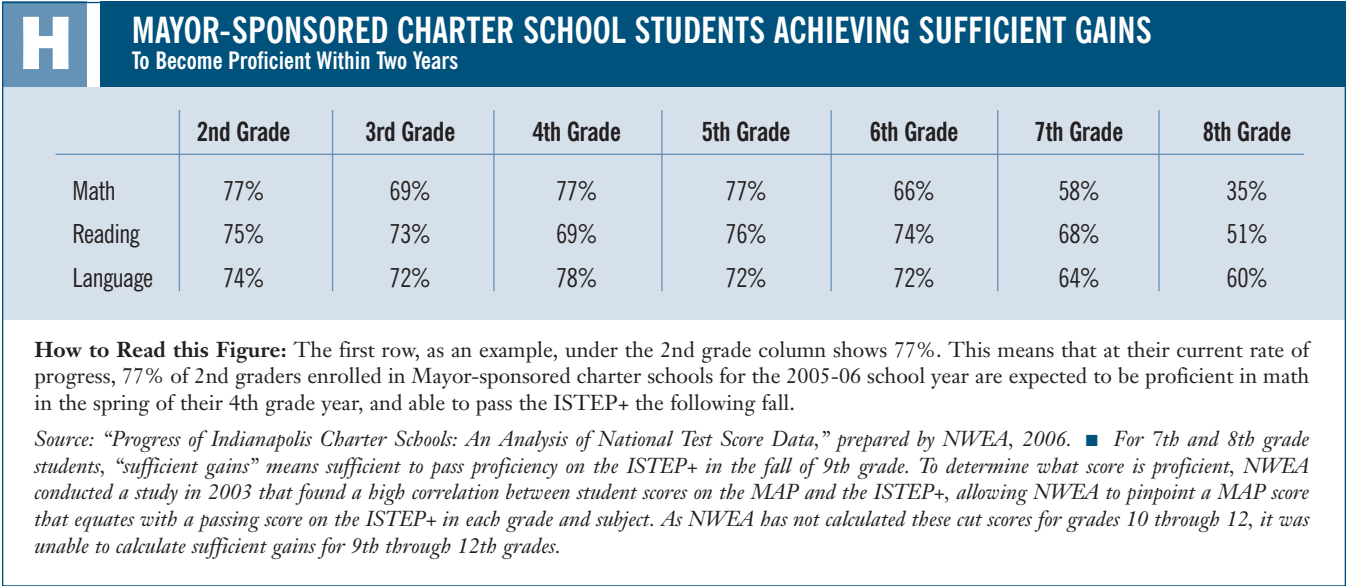
Sufficient Gains:
What proportion of students is on track to reach proficiency?

NWEA projected each Mayor-sponsored charter school student's *future* MAP test score based on the gain he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate,

would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade.

■ **CHART H** displays the percentage of students across Mayor-sponsored

charter schools who made sufficient gains within each subject and grade. Sufficient gain calculations are only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades higher than grade 9.



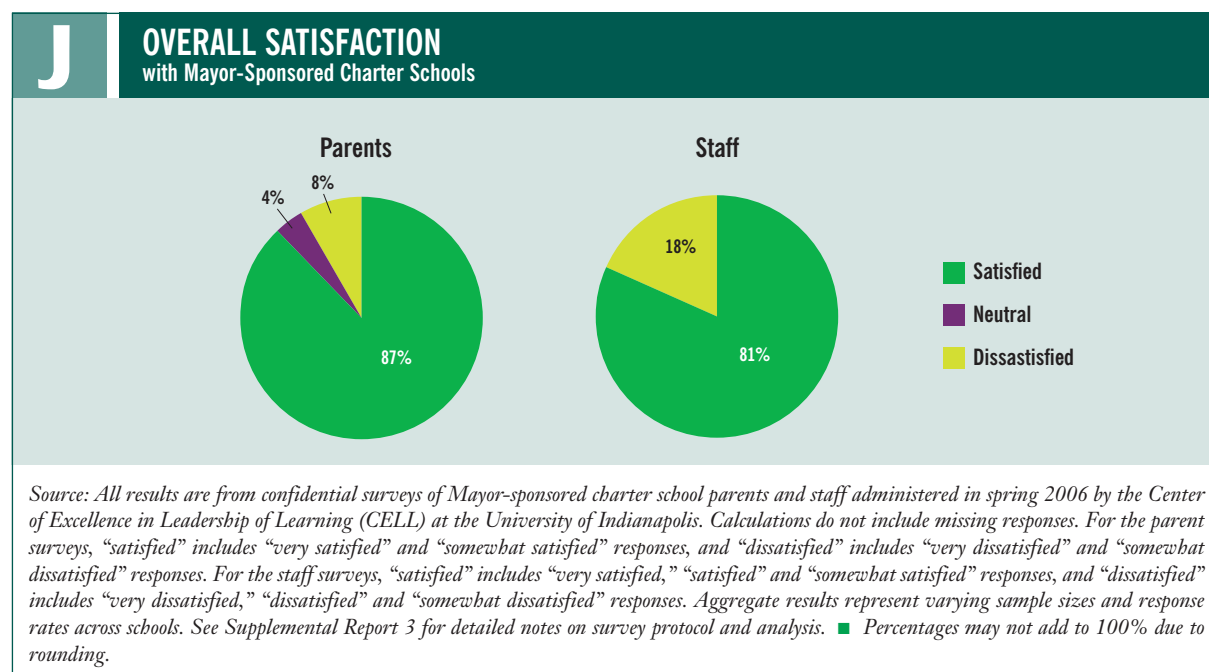
ARE THE ORGANIZATIONS EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	All of the Mayor-sponsored charter schools had satisfactory financial practices. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the second and fourth year schools' finances for the time period from July 1, 2003 to June 30, 2005. The ISBA's audit reports included several adverse findings for each audited school, most of which were minor. However, the audits showed that both KIPP Indianapolis College Preparatory and Charles A. Tindley Accelerated School did not make all public records available for the auditor to review and that the schools did not obtain official bonds for their treasurers in a timely manner. The findings for KIPP Indianapolis College Preparatory also indicated issues related to school credit card use. All of the audited schools have made a commitment to address these adverse findings. The ISBA has not yet audited first-year schools, but they are all currently in sound fiscal health.
Board Governance	Most of the schools' Boards are experienced, dedicated, and knowledgeable, and provide their schools with competent oversight and stewardship. Several Boards successfully assisted their schools with fundraising and provided high levels of involvement. However, a few Boards had members absent from several meetings and should emphasize to members the importance of consistently attending meetings. Several schools should also consider adding new members with particular expertise from which the schools could benefit.
Leadership	Most schools have strong school leaders and leadership teams that have shown devotion to the schools' missions and have been instrumental in implementing strong educational systems and cultures. Several schools receive enhanced leadership through their affiliations with school management organizations or partner non-profits. Some schools made personnel or structural changes in an effort to improve school leadership in 2005-06. Several schools need to establish better reporting and compliance mechanisms.

PARENT AND STAFF SURVEY RESULTS



K

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	73%
Quality of teaching/instruction	72%
Curriculum/academic program	75%
Individualized student attention	73%
Class size	74%
Services provided to special needs students ²	56%
Opportunities for parent participation	76%
School administration	67%
Faculty/teachers	72%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. "Very satisfied" and "moderately satisfied" responses are on a five-point scale (scale also includes "satisfied," "moderately dissatisfied," and "very dissatisfied"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor." ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

L

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	59%
School improvement efforts are...	
Focused on student learning	77%
Based on research evidence	61%
The principal at this school...	
Tracks student progress	61%
Works directly with teachers	40%
Makes clear the expectations	60%
Communicates a clear vision	72%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

M

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	77%	47%
Return to the school next year	78%	67%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

ARE THE SCHOOLS MEETING THEIR OPERATIONS AND ACCESS OBLIGATIONS?

Of the 12 charter schools open in 2005-06, 11 satisfactorily met their obligations to provide access to students across Indianapolis. Charles A. Tindley Accelerated School demonstrated difficulty in meeting its obligation in 2005-06 to provide such access. In June 2006, for example, the school implemented a disciplinary policy that is not consistent with the disciplinary policy the school previously submitted to the Mayor's Office or with the school's obligation to be open and to provide educational services to all students who enroll. Eight of the schools (21st Century Charter School at Fall Creek, 21st Century Charter School at Fountain Square, Andrew J. Brown Academy, Christel House Academy, Decatur Discovery Academy, Indianapolis Lighthouse Charter School, Indianapolis Metropolitan Career Academy #1 and Indianapolis Metropolitan Career Academy #2) achieved satisfactory compliance with all other legal and contractual obligations. The remaining four schools (Charles A. Tindley Accelerated School, Flanner House Elementary School, KIPP Indianapolis College Preparatory, and Southeast Neighborhood School of Excellence), however, struggled to timely submit reports and maintain required documents for inspection at the school site. Charles A. Tindley Accelerated School, in particular, failed to fulfill its compliance and reporting obligations to the Mayor's Office and other regulatory agencies. These schools should make it a priority to develop an adequate system for satisfying compliance and reporting obligations for

2006-07 and recognize the importance of meeting deadlines for compliance-related obligations.

At the Mayor's Office request, in May 2006, the Division of Exceptional Learners at the Indiana Department of Education conducted on-site reviews of the special education services provided by the three Mayor-sponsored charter schools completing their first year of operation (Decatur Discovery Academy, Indianapolis Lighthouse Charter School and 21st Century Charter School at Fountain Square). These visits were conducted to determine whether the new schools were operating in compliance with state and federal special education requirements and appropriately meeting the needs of students requiring special education. According to Dr. Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, "two of the three schools (Decatur Discovery Academy and Indianapolis Lighthouse Charter School) are providing appropriate services for their special needs students. 21st Century Charter School at Fountain Square did not have the appropriately licensed staff in place during the school year and special education files were not properly maintained. Staff members at 21st Century Charter School at Fountain Square have demonstrated that they are committed to resolving these issues for the 2006-07 school year. All three schools should continue to establish the necessary processes and deepen their understanding of special education law,

particularly to ensure that students' Individualized Education Plans include all components required by law. 21st Century Charter School at Fountain Square should also ensure that the school has a licensed, qualified special education teacher who will provide services to students in the 2006-07 school year."

Similar visits were conducted in previous years with the remaining Mayor-sponsored charter schools. Dr. Marra stated that these "nine schools (Andrew J. Brown Academy, Indianapolis Metropolitan Career Academy #1, Indianapolis Metropolitan Career Academy #2, Southeast Neighborhood School of Excellence, Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, 21st Century Charter School at Fall Creek, Christel House Academy and Flanner House Elementary School) are providing appropriate services for their special education students and are meeting the same standards required of all public schools in Indiana. The schools continue to demonstrate a strong commitment to serving all students, regardless of the special needs the students may have."

ARE THE SCHOOLS PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Expert site visit teams' key comments

SchoolWorks, an educational consulting group that specializes in school site visits, visited schools in their fourth year of operation – 21st Century Charter School at Fall Creek, Christel House Academy and Flanner House Elementary School. According to Megan Tupa, Project Manager at SchoolWorks:

- **Fourth-Year Schools.** “21st Century Charter School at Fall Creek benefits greatly from the dedication of the school’s Board and leadership team. The school has several areas in which improvement is needed including increasing the effectiveness of the curriculum and improving teacher professional development and evaluation systems. Christel House Academy has shown consistent improvement in student academic achievement during its first four years of operation and has demonstrated its commitment to providing high quality curriculum and instruction to its students. Although there has been significant turnover in the principal position, the school’s superintendent provided stable, exemplary leadership to the school since the first year of operation and has encouraged constant improvement. In 2005-06, the leadership structure of Flanner House Elementary School was significantly reorganized. The competent, consistent leadership of the school’s Director of Education and the Board has fostered a culture of high expectations and positive learning at the school.”

All other schools were visited by expert site visit team leader Dr. Ruth Green of CELL. According to Dr. Green:

- **Third-Year School.** “Andrew J. Brown Academy, now in its third year of operation, continues to provide a strong culture that is focused on student achievement and learning and is characterized by high expectations and high levels of effort by students and staff.”
- **Second-Year Schools.** “The five schools in their second year of operation have built on the foundations of their first year. Charles A. Tindley Accelerated School is driven by its goal of college readiness for its students, and should work on enhancing staff collaboration and communication as well as student attrition. Indianapolis Metropolitan Career Academy #1 has implemented a curriculum and made staff adjustments to meet the individual learning needs of its students. Indianapolis Metropolitan Career Academy #2 has created a positive school climate that offers a wide range of learning opportunities and options. KIPP Indianapolis College Preparatory provides a strong school culture that supports students and is focused around the values of the school (choice and commitment, more time, power to lead, and focus on results). Southeast Neighborhood School of Excellence continues to make progress in its mission to be an important organization within the southeast neighborhood, and offers a safe, nurturing and orderly environment for student learning.”
- **First-Year Schools.** “The three schools that opened in the past year offer a range of educational programs and services. 21st Century Charter School at Fountain Square worked hard during the last few months of the year to provide a more stable and structured environment and has made this a high priority goal going into its second year of operation. Decatur Discovery Academy builds on a strong partnership with the Metropolitan School District of Decatur Township by providing a unique program that engages students in innovative ways to be prepared for college level work. Indianapolis Lighthouse Charter School effectively uses an arts-infused curriculum and maintains a focus on continued improvement. Each school has its unique areas for improvement, but we appreciate the drive each has to tackle the challenges ahead of them as they strive to further strengthen their operations and learning experiences in order to improve student learning and performance.”



GRADES SERVED IN 2005-06

K-9

NUMBER OF STUDENTS
ENROLLED IN 2005-06

301

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

21st Century Charter School at Fall Creek's mission is to provide an educational program that combines innovative technology-based learning, **small group** instruction and project-based learning to allow students to learn at their **own pace** and enable teachers to provide students with **more** individualized attention.

21ST CENTURY CHARTER SCHOOL AT FALL CREEK

SUMMARY OF PERFORMANCE

21st Century Charter School at Fall Creek's mission is to provide an educational program that combines innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention. The school strives for student growth in character development, academics, life skills, the arts and wellness.

21st Century Charter School at Fall Creek

A

ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	K-9	K-12
Maximum possible enrollment, pursuant to charter	300	390
Number of students enrolled ¹	301	N/A
Number of students on waiting list ²	187	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

21st Century Charter School at Fall Creek

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

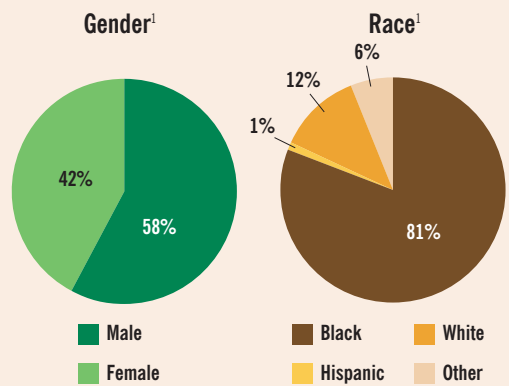
	Attendance Rate
21st Century Charter School at Fall Creek	96.4%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

21st Century Charter School at Fall Creek

B

STUDENT COMPOSITION



	21st Century Charter School at Fall Creek
Free/Reduced-Price Lunch ¹	60%
Special Education ²	14%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

21st Century Charter School at Fall Creek

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	Yes	Yes	Yes	Yes
Black	Yes	No		Yes
Free/reduced lunch	Yes	No		

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

21st Century Charter School at Fall Creek

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 10.8% in ISTEP+ pass rates from its baseline pass rate of 57.5% to receive an Exemplary Progress placement.

Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ multiple times while at 21st Century Charter School at Fall Creek. ■ **CHART F** shows how a particular grade performed over time (e.g., the orange boxes show how 3rd

graders in 2003 performed in 2004 as 4th graders and in 2005 as 5th graders). While the percent passing each year does not factor in the changing student population from year to year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of

individual student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

21st Century Charter School at Fall Creek

F

STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders	40%	63%	57%	30%	63%	32%	30%	58%	30%			
4th Graders		45%	61%		40%	57%		35%	46%			
5th Graders		44%	57%		44%	54%		40%	49%	6%	36%	46%
6th Graders	52%	44%	31%	33%	48%	40%	29%	36%	26%			
7th Graders		61%	42%		57%	52%		44%	29%			
8th Graders		58%	56%		67%	56%		50%	41%			16%
9th Graders			*			*			*			
10th Graders			*			*			*			

Source: Indiana Department of Education. A notation of "*" indicates no ISTEP+ data are reported because fewer than 10 students had data in this grade. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or that no students were in the applicable grade in this school at the time of testing.

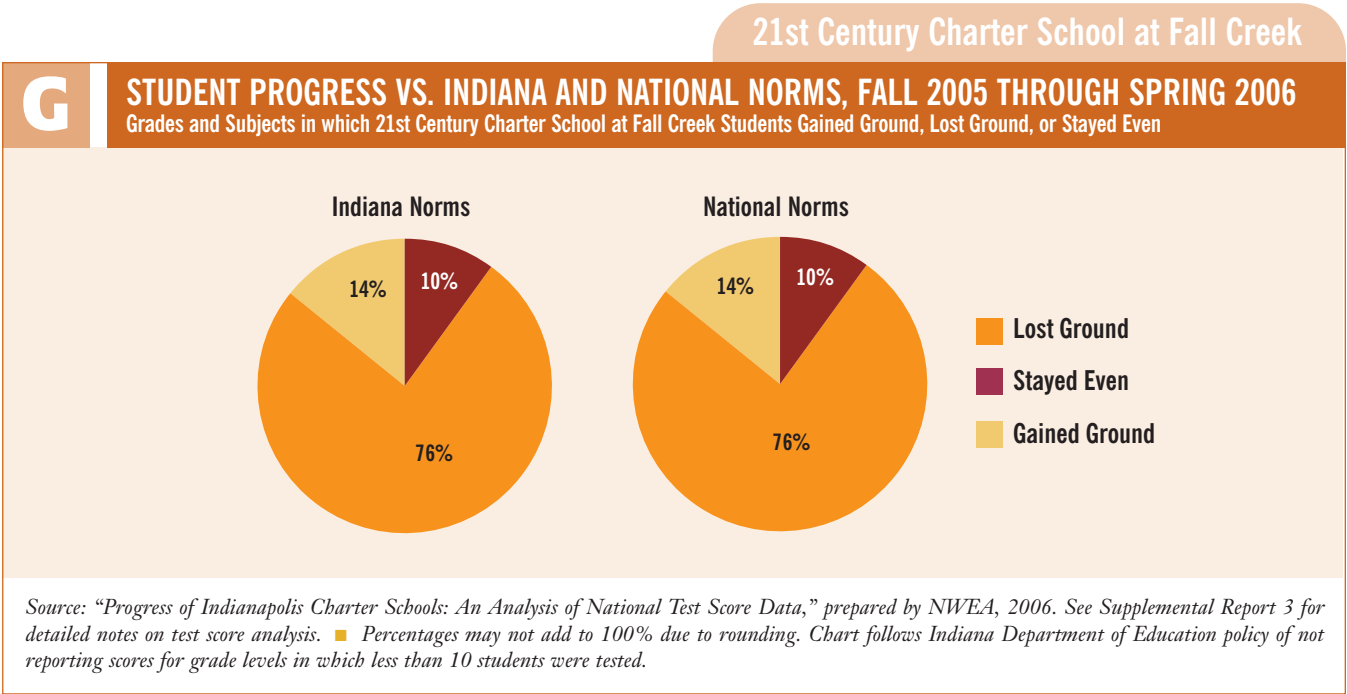
GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?
- Comparative Gains: How much did 21st Century Charter School at Fall Creek students improve relative to their peers?**
- NWEA compared the average gains of students at 21st Century Charter School at Fall Creek with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where 21st Century Charter

School at Fall Creek students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, 21st Century Charter School at Fall Creek students gained ground relative to their Indiana peers in 3 out of 21 (14%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 3 out of 21 (14%) grades and subjects (■ CHART G).



21st Century Charter School at Fall Creek



ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fall Creek vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	21st Century Charter School at Fall Creek Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	9.8	14.0			-4.2
2nd Grade Reading	7.4	13.3			-5.9
2nd Grade Language	6.1	13.8			-7.7
3rd Grade Math	5.1	10.1			-5.0
3rd Grade Reading	10.5	8.5	2.0		
3rd Grade Language	4.3	8.5			-4.2
4th Grade Math	6.5	9.1			-2.6
4th Grade Reading	3.2	6.6			-3.4
4th Grade Language	5.4	6.3			-0.9
5th Grade Math	4.5	8.9			-4.4
5th Grade Reading	4.2	5.5			-1.3
5th Grade Language	2.9	5.1			-2.2
6th Grade Math	5.9	7.2			-1.3
6th Grade Reading	3.7	4.3		-0.6 ¹	
6th Grade Language	1.9	3.9			-2.0
7th Grade Math	4.8	6.0			-1.2
7th Grade Reading	5.3	3.1	2.2		
7th Grade Language	2.5	2.7		-0.2 ¹	
8th Grade Math	3.5	4.6			-1.1
8th Grade Reading	6.0	2.8	3.2		
8th Grade Language	1.2	2.4			-1.2
9th Grade Math	*	2.9			
9th Grade Reading	*	1.5			
9th Grade Language	*	1.4			

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at 21st Century Charter School at Fall Creek made an average gain of 5.1 points, compared to 10.1 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 5.0 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. A notation of “*” indicates no growth data are reported because fewer than 10 students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

21st Century Charter School at Fall Creek

ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fall Creek vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	21st Century Charter School at Fall Creek Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	9.8	13.9			-4.1
2nd Grade Reading	7.4	13.1			-5.7
2nd Grade Language	6.1	14.1			-8.0
3rd Grade Math	5.1	10.9			-5.8
3rd Grade Reading	10.5	9.1	1.4		
3rd Grade Language	4.3	9.1			-4.8
4th Grade Math	6.5	8.8			-2.3
4th Grade Reading	3.2	6.5			-3.3
4th Grade Language	5.4	6.3			-0.9
5th Grade Math	4.5	8.7			-4.2
5th Grade Reading	4.2	5.4			-1.2
5th Grade Language	2.9	5.2			-2.3
6th Grade Math	5.9	7.2			-1.3
6th Grade Reading	3.7	4.3		-0.6 ¹	
6th Grade Language	1.9	4.0			-2.1
7th Grade Math	4.8	6.0			-1.2
7th Grade Reading	5.3	3.4	1.9		
7th Grade Language	2.5	2.9		-0.4 ¹	
8th Grade Math	3.5	5.2			-1.7
8th Grade Reading	6.0	3.2	2.8		
8th Grade Language	1.2	2.6			-1.4
9th Grade Math	*	3.2			
9th Grade Reading	*	1.6			
9th Grade Language	*	1.4			

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at 21st Century Charter School at Fall Creek made an average gain of 9.8 points, compared to 13.9 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 4.1 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. A notation of “*” indicates no growth data are reported because fewer than 10 students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each 21st Century Charter School at Fall Creek student's future MAP test score based on the gain

he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following

fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.

21st Century Charter School at Fall Creek

J

STUDENTS ACHIEVING SUFFICIENT GAINS To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math	54%	50%	54%	56%	41%	55%	47%
Reading	43%	64%	61%	66%	67%	63%	78%
Language	46%	50%	62%	50%	63%	52%	68%

How to Read this Figure: The first row, as an example, under the 2nd grade column shows 54%. This means that at their current rate of progress, 54% of 2nd graders enrolled at 21st Century Charter School at Fall Creek for the 2005-06 school year are expected to be proficient in math in the spring of their 4th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. ■ For 7th and 8th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, it was unable to calculate sufficient gains for 9th grade.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor's Office determined how well the school is meeting the

standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does Not

Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

21st Century Charter School at Fall Creek

K

CORE QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Ratings from the Fourth Year Charter Review	Finding
1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Approaching Standard
1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard

Source: "Indianapolis Mayor's Office Fourth Year Charter Review – 21st Century Charter School at Fall Creek," available online. ■ This report includes detailed explanations of the school's ratings.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

21st Century Charter School at Fall Creek

L

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

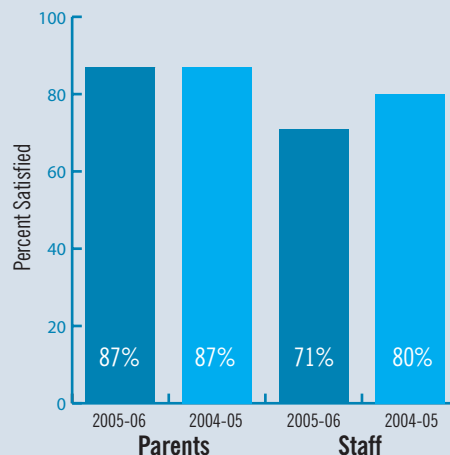
	Findings
Fiscal Health	The school's financial systems were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school did not respond to the ISBA's findings in time for the response to be included in the official report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The Board is very experienced and has shown strong dedication to the school, particularly in oversight of financial matters, and supported the school during its start-up years. However, the Board sometimes relies too much on the school's staff in its decision-making. There were several Board members absent from each Board meeting in 2005-06. In 2006-07, the Board should emphasize the importance of attending Board meetings regularly throughout the school year.
Leadership	The leadership team is solidly committed to the school's mission and its dedication played an important role in the school's early successes. Although there are very clear roles and responsibilities among the school's leaders and its Board, the recent rapid expansion in the number of schools – from one to four – that Greater Education Opportunities (GEO) Foundation manages has greatly increased the school's leadership team's workload. Also, while the school's leadership team has made numerous mid-course corrections in response to problems, it does not appear to have actively engaged in a well-structured process of continuous improvement. For the 2006-07 school year, the school has added new staff members to the leadership team and further delineated the responsibilities of current staff members in an effort to focus individuals on their areas of expertise.

PARENT, STAFF AND STUDENT SURVEY RESULTS

21st Century Charter School at Fall Creek

M

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

21st Century Charter School at Fall Creek

N

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	63%	43%
Return to the school next year	67%	80%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

21st Century Charter School at Fall Creek

O

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	54%
Quality of teaching/instruction	54%
Curriculum/academic program	65%
Individualized student attention	58%
Class size	58%
Services provided to special needs students ²	43%
Opportunities for parent participation	75%
School administration	62%
Faculty/teachers	56%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

21st Century Charter School at Fall Creek

P

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	38%
School improvement efforts are...	
Focused on student learning	86%
Based on research evidence	45%
The principal at this school...	
Tracks student progress	60%
Works directly with teachers	43%
Makes clear the expectations	55%
Communicates a clear vision	65%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. “Strongly agree” and “agree” responses are on a six-point scale (scale also includes “somewhat agree,” “somewhat disagree,” “disagree,” and “strongly disagree”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.”

21st Century Charter School at Fall Creek

Q

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	29%
Write clearly and effectively?	30%
Analyze and solve math problems?	37%
Learn effectively on your own?	29%
Be a responsible community member?	40%
Respect people from different backgrounds?	44%
Think critically about ideas and problems?	41%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6–12 administered in spring 2006 by CELL. “Excellent job” responses are on a three-point scale (scale also includes “ok job” and “poor job”). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor’s Office and an expert team from SchoolWorks determined how well the school is meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard,” and “Exceeds Standard.”

21st Century Charter School at Fall Creek

R

CORE QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Ratings from the Fourth Year Charter Review	Finding
2.1 Is the school in sound fiscal health?	Meets Standard
2.2 Are the school’s student enrollment, attendance, and retention rates strong?	Exceeds Standard
2.3 Is the school’s board active and competent in its oversight?	Approaching Standard
2.4 Is there a high level of parent satisfaction with the school?	Meets Standard
2.5 Is the school administration strong in its academic and organizational leadership?	Approaching Standard

Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – 21st Century Charter School at Fall Creek,” available online. ■ This report includes detailed explanations of the school’s ratings.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

21st Century Charter School at Fall Creek satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access

to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these

obligations. The school has developed an efficient system for satisfying compliance obligations. In 2005-06, compliance documents were submitted in a timely manner.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor’s Office and an expert team from SchoolWorks determined how well the

school is meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include “Does Not

Meet Standard,” “Approaching Standard,” and “Meets Standard.”

21st Century Charter School at Fall Creek	
<div>S</div> CORE QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?	
Ratings from the Fourth Year Charter Review	Finding
3.1 Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2 Is the school’s physical plant safe and conducive to learning?	Meets Standard
3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4 Is the school fulfilling its legal obligations related to access and services to students with special needs?	Does Not Meet Standard
3.5 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable
Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – 21st Century Charter School at Fall Creek,” available online. ■ This report includes detailed explanations of the school’s ratings.	

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

21st Century Charter School at Fall Creek

<div>T</div> <div>EXPERT SITE VISIT TEAM'S KEY COMMENTS</div>	
<div>Key Commendations</div>	<ul style="list-style-type: none"> • Students are receiving instruction through the computer-based A+ Anywhere Learning System curriculum that is in close alignment with at least a subset of Indiana state academic standards. • The assessments built into the A+ curriculum are effective measures of student performance on the specific objectives of the lesson being presented. • Classroom assessments embedded in the A+ curriculum provide teachers, students and parents timely and accurate information on each student's individual progress and help teachers identify gaps in student learning. • The planned implementation of a more structured and rigorous project-based learning strategy should provide the school with the opportunity to engage students in higher-level thinking and to assess their performance at a higher level than the current strategy allows. • The site visit team observed several excellent examples of teachers using assessment data to guide instruction. • During more than 20 classroom visits, the site visit team noted the absence of disruptive behaviors and a climate of respectful interactions between the staff and students. • The communications between the school and its students and their parents is a clear strength. The quantity and quality of communications concerning individual student progress and the school's programs are sufficient.
<div>Key Areas for Attention</div>	<ul style="list-style-type: none"> • There appears to be a need for strategic planning at this point because there is a widespread perception among administration and teachers that the school's current academic program is not working for a large percentage of students (between 20 and 40%), and there is no widely understood plan to address this issue. • The lack of clear accountability for GEO Foundation, the school's charter management organization, and the absence of a comprehensive strategic planning process involving the Board and all of the school's stakeholders, are areas that need improvement. • Indiana state academic standards include process standards such as writing, listening and speaking, and problem solving. It is not clear how the A+ curriculum addresses these standards. As currently implemented, project-based and small-group work do not typically provide a clear alternative to address these standards. • In almost half the classrooms the team visited, student engagement in the lesson was 60% or less. • For the instruction the team observed that was outside of the A+ curriculum, there was little evidence of the lessons' objectives or the alignment between those lessons' objectives and the objectives of the A+ lessons. • The deployment of faculty limits instructional effectiveness and does not provide adequate time for faculty collaboration and professional development. Current levels of professional development are not adequate to meet teachers' needs. • The annual formal evaluation provided to all teachers and the informal feedback from the principal were not viewed as sufficient to support the success of new staff members in the school's challenging environment.
<div>Source: "Indianapolis Mayor's Office Fourth Year Charter Review – 21st Century Charter School at Fall Creek," available online, based on expert site visit conducted by SchoolWorks.</div>	

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, an expert team from SchoolWorks determined how well the school is meeting the standards in Question 4 of the Performance Framework based on a multi-day site visit. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” and “Meets Standard.”

21st Century Charter School at Fall Creek	
<div>U</div> <div>CORE QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?</div>	
Ratings from the Fourth Year Charter Review	Finding
4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	Does Not Meet Standard
4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	Does Not Meet Standard
4.6 Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7 Is the school climate conducive to student and staff success?	Meets Standard
4.8 Is ongoing communication with students and parents clear and helpful?	Meets Standard
Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – 21st Century Charter School at Fall Creek,” available online. ■ This report includes detailed explanations of the school’s ratings.	



GRADES SERVED IN 2005-06

6-10

NUMBER OF STUDENTS
ENROLLED IN 2005-06

160

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

**21st Century Charter School at
Fountain Square** seeks to use
computer technology to
engage students in learning
and continually **track** students'
academic **progress**.

21ST CENTURY CHARTER SCHOOL AT FOUNTAIN SQUARE

SUMMARY OF PERFORMANCE

21st Century Charter School at Fountain Square seeks to use computer technology to engage students in learning and continually track students' academic progress. The school endeavors for students to learn at their own pace and benefit from individualized attention from teachers whose mission is to promote academic achievement and character development.

21st Century Charter School at Fountain Square

A ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	6-10	5-12
Maximum possible enrollment, pursuant to charter	200	322
Number of students enrolled ¹	160	N/A
Number of students on waiting list ²	1	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

21st Century Charter School at Fountain Square

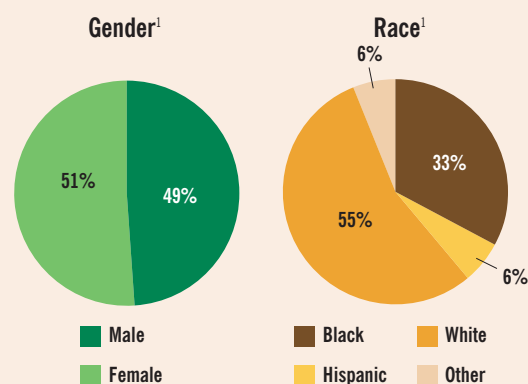
C ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
21st Century Charter School at Fountain Square	92.3%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

21st Century Charter School at Fountain Square

B STUDENT COMPOSITION



	21st Century Charter School at Fountain Square
Free/Reduced-Price Lunch ¹	69%
Special Education ²	9%
Limited English Proficiency ³	4%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress and Public Law 221 category placements is not available for this school because it just completed its first year of operation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Though 21st Century Charter School at Fountain Square students took the state's ISTEP+ exam, they did so shortly after the school

opened at the beginning of the year. As a result, the school's results on the state test reflect the students' starting levels of academic achievement rather than the school's performance. Refer to the following section for measures of individual student growth over the

course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

21st Century Charter School at Fountain Square												
D	STUDENTS PASSING ISTEP+ TESTS											
	At the <i>Beginning</i> of the Fall Semester											
	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
6th Graders			46%			54%			34%			
7th Graders			26%			20%			9%			11%
8th Graders			22%			24%			14%			
9th Graders			37%			26%			22%			
10th Graders			22%			13%			4%			
Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or that no students were in the applicable grade in this school at the time of testing.												

GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor’s Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

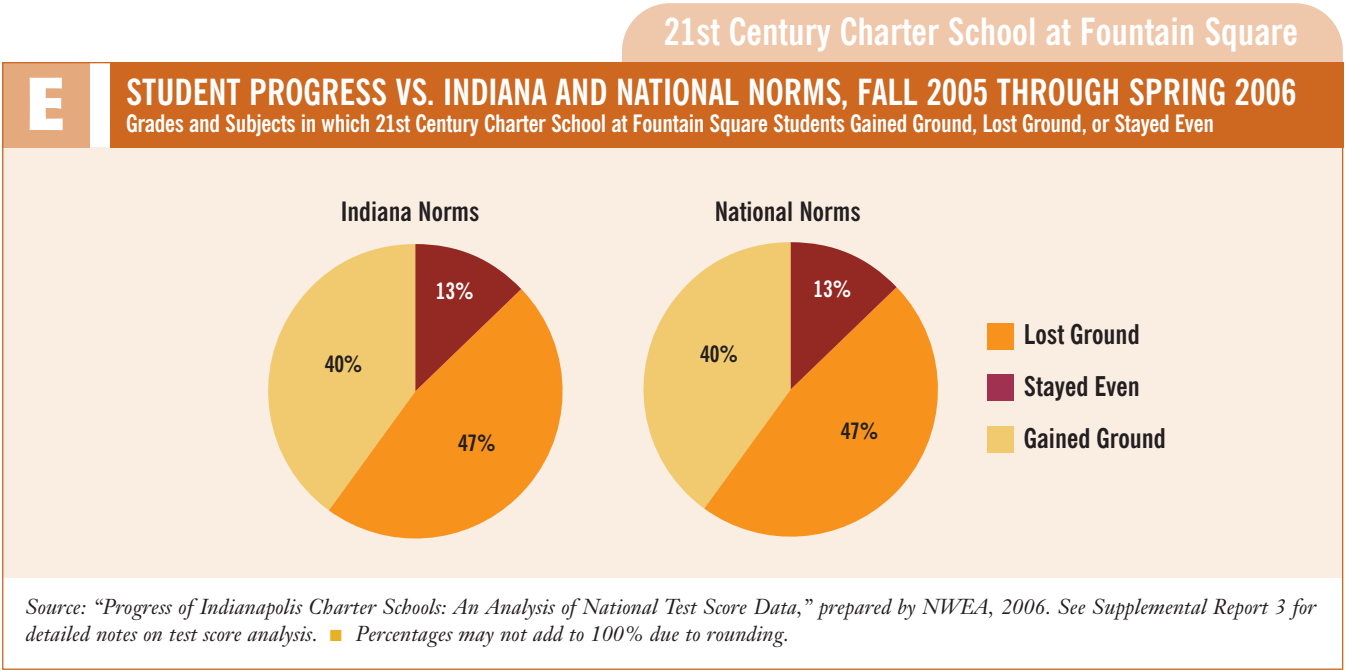
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did 21st Century Charter School at Fountain Square students improve relative to their peers?

NWEA compared the average gains of students at 21st Century Charter School at Fountain Square with those of students across Indiana (■ CHART F) and the US (■ CHART G). The figures show where 21st Century Charter

School at Fountain Square students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, 21st Century Charter School at Fountain Square students gained ground relative to their Indiana peers in 6 out of 15 (40%) grades and subjects (■ CHART E). They gained ground relative to their national peers in 6 out of 15 (40%) grades and subjects (■ CHART E).



21st Century Charter School at Fountain Square

F

ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fountain Square vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	21st Century Charter School at Fountain Square Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
6th Grade Math	4.7	7.2			-2.5
6th Grade Reading	4.1	4.3		-0.2 ¹	
6th Grade Language	2.1	3.9			-1.8
7th Grade Math	6.8	6.0	0.8		
7th Grade Reading	4.5	3.1	1.4		
7th Grade Language	-0.4	2.7			-3.1
8th Grade Math	0.6	4.6			-4.0
8th Grade Reading	5.0	2.8	2.2		
8th Grade Language	5.1	2.4	2.7		
9th Grade Math	1.1	2.9			-1.8
9th Grade Reading	-3.0	1.5			-4.5
9th Grade Language	1.6	1.4		0.2 ¹	
10th Grade Math	0.7	2.6			-1.9
10th Grade Reading	6.1	0.6	5.5		
10th Grade Language	4.1	0.9	3.2		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 7th grade math. The numbers in that row show that 7th grade students at 21st Century Charter School at Fountain Square made an average gain of 6.8 points, compared to 6.0 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 0.8 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

21st Century Charter School at Fountain Square

G

ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School at Fountain Square vs. National Norms (US), Fall 2005 Through Spring 2006

21st Century Charter School at Fountain Square Gains vs. US Gains			Gained or Lost Ground		
Grade/Subject	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
6th Grade Math	4.7	7.2			-2.5
6th Grade Reading	4.1	4.3		-0.2 ¹	
6th Grade Language	2.1	4.0			-1.9
7th Grade Math	6.8	6.0	0.8		
7th Grade Reading	4.5	3.4	1.1		
7th Grade Language	-0.4	2.9			-3.3
8th Grade Math	0.6	5.2			-4.6
8th Grade Reading	5.0	3.2	1.8		
8th Grade Language	5.1	2.6	2.5		
9th Grade Math	1.1	3.2			-2.1
9th Grade Reading	-3.0	1.6			-4.6
9th Grade Language	1.6	1.4		0.2 ¹	
10th Grade Math	0.7	2.8			-2.1
10th Grade Reading	6.1	0.8	5.3		
10th Grade Language	4.1	1.1	3.0		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 6th grade math. The numbers in that row show that 6th grade students at 21st Century Charter School at Fountain Square made an average gain of 4.7 points, compared to 7.2 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.5 points lower.

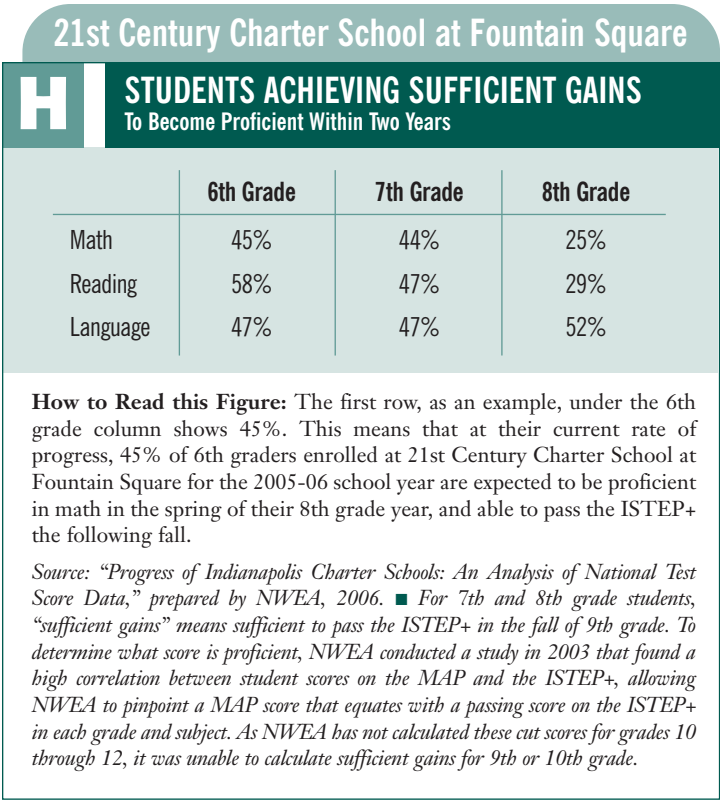
Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each 21st Century Charter School at Fountain Square student’s *future* MAP test score based on

the gain he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following

fall? If so, he or she made “sufficient gains.” NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART H** displays the results.



IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

21st Century Charter School at Fountain Square

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

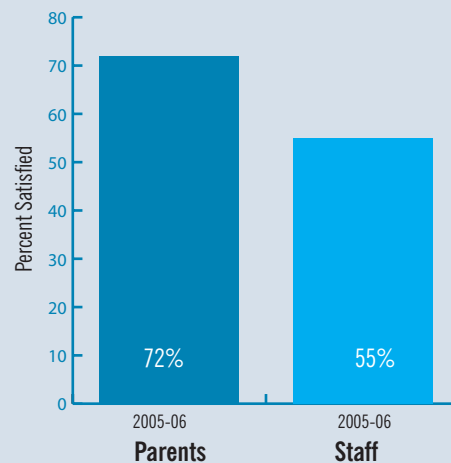
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

	Findings
Fiscal Health	The school is managed by Greater Educational Opportunities (GEO) Foundation. With GEO Foundation's support, the school is in sound fiscal health and has implemented adequate financial practices.
Board Governance	The Board is very experienced and generally provides competent oversight for financial and operational matters. However, the Board sometimes relies too much on the school's staff in its decision-making. Also, there were several Board members absent from each Board meeting in 2005-06. In 2006-07, the Board should emphasize the importance of attending Board meetings regularly throughout the school year.
Leadership	The school experienced leadership challenges during the first semester of the school year, due in part to the growth that GEO Foundation experienced in 2005-06. These challenges resulted in the appointment of a new principal in the second semester, which brought some stability to the school's daily operations. The interim principal was named the permanent principal for 2006-07.

PARENT, STAFF AND STUDENT SURVEY RESULTS

21st Century Charter School at Fountain Square

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

21st Century Charter School at Fountain Square

K

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	65%	22%
Return to the school next year	67%	78%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

21st Century Charter School at Fountain Square

L

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	55%
Quality of teaching/instruction	55%
Curriculum/academic program	56%
Individualized student attention	62%
Class size	71%
Services provided to special needs students ²	41%
Opportunities for parent participation	63%
School administration	56%
Faculty/teachers	56%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

21st Century Charter School at Fountain Square

M

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	11%
School improvement efforts are...	
Focused on student learning	77%
Based on research evidence	57%
The principal at this school...	
Tracks student progress	33%
Works directly with teachers	44%
Makes clear the expectations	55%
Communicates a clear vision	55%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. “Strongly agree” and “agree” responses are on a six-point scale (scale also includes “somewhat agree,” “somewhat disagree,” “disagree,” and “strongly disagree”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.”

21st Century Charter School at Fountain Square

N

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	22%
Write clearly and effectively?	30%
Analyze and solve math problems?	28%
Learn effectively on your own?	21%
Be a responsible community member?	22%
Respect people from different backgrounds?	22%
Think critically about ideas and problems?	23%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6–12 administered in spring 2006 by CELL. “Excellent job” responses are on a three-point scale (scale also includes “ok job” and “poor job”). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

21st Century Charter School at Fountain Square satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert

site visit team indicated any significant concerns related to these obligations. However, the school was a few days late in submitting the September 2005 DOE Membership Report, DOE Student Residence Report and the DOE Student Test Number Report to

the Indiana Department of Education. In general, the school has developed an efficient system for satisfying compliance obligations. In 2005-06, compliance documents were submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

21st Century Charter School at Fountain Square

O	EXPERT SITE VISIT TEAM'S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • In spring 2006, GEO Foundation's Chief Executive Officer and school administrators reported changes in organizational structure, including the appointment of a new "superintendent" and permanent principal, that the site team believes have the potential to positively impact the school. • Between March and May 2006, the school and staff became more settled and classrooms and halls became more orderly. • School administrators and staff are developing a culture to support learning and to become a part of the nearby community. • The school provides small classes and, in most classes, the site team observed students receiving individual attention as needed. • Most teachers are dedicated to and believe in the school's mission, and some teachers are making progress in implementing the computer-based A+ Anywhere Learning System curriculum. The site team believes there is a core set of teachers who, with experience and professional development, will be strong in implementing the model.
Key Areas for Attention	<ul style="list-style-type: none"> • The school needs to develop stability and structure related to leadership, the academic schedule, communication, and roles and responsibilities. The goal should be to attain transparency, continuity, and consistency in staffing and processes. • The school must ensure it has enough appropriately trained staff who understand and can implement the school's A+ curriculum. • A priority for the school should be to develop accountability systems to ensure it implements the learning model at a high level, and has a strong staff evaluation and monitoring process to increase staff expertise and rigor of learning. • The school should make it a priority to institutionalize how students complete online work and how the school documents and credits that work. • Student achievement data is available from the A+ curriculum assessments, NWEA, and ISTEP+, but the extent to which all teachers make use of the data to inform and improve learning is unclear. • The site team observed differences across classrooms in discipline and behavior management, time on task, level of rigor, and the type and amount of support and feedback that teachers give to students.



GRADES SERVED IN 2005-06

K-7

NUMBER OF STUDENTS
ENROLLED IN 2005-06

572

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Andrew J. Brown Academy's
mission is to provide a
challenging, back-to-
basics program aimed at
developing the **ability** of all
students to master fundamental
academic skills and, ultimately,
to **increase** academic
achievement.

ANDREW J. BROWN ACADEMY

SUMMARY OF PERFORMANCE

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement. The school also strives to build good moral character in its students rooted in strong parental involvement. The school is managed by National Heritage Academies and uses its educational model.

Andrew J. Brown Academy

A

ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	K-7	K-8
Maximum possible enrollment, pursuant to charter	574	704
Number of students enrolled ¹	572	N/A
Number of students on waiting list ²	243	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Andrew J. Brown Academy

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Andrew J. Brown Academy	95.8%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

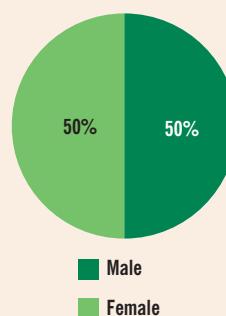
Source: Indiana Department of Education website, preliminary figures.

Andrew J. Brown Academy

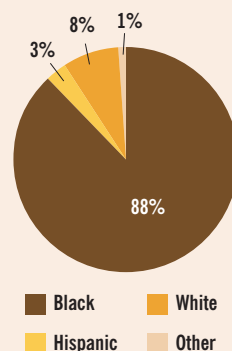
B

STUDENT COMPOSITION

Gender¹



Race¹



Andrew J. Brown Academy

Free/Reduced-Price Lunch ¹	58%
Special Education ²	6%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Andrew J. Brown Academy

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate ¹
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Andrew J. Brown Academy

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 18.7% in ISTEP+ pass rates from its baseline pass rate of 71.9% to receive an Exemplary Progress placement.

Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ multiple times while at Andrew J. Brown Academy.

■ **CHART F** shows how a particular grade performed over time (e.g., the orange boxes show how 3rd graders in 2003 performed in 2004 as 4th graders

and in 2005 as 5th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the course of the 2005-06 school year. As

ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

Andrew J. Brown Academy

F

STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders	45%	50%	76%	23%	42%	60%	19%	32%	55%			
4th Graders		51%	79%		50%	75%		41%	68%			
5th Graders		53%	78%		61%	87%		42%	67%	21%	30%	42%
6th Graders		48%	53%		57%	61%		39%	45%			
7th Graders			49%			77%			49%			31%

Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

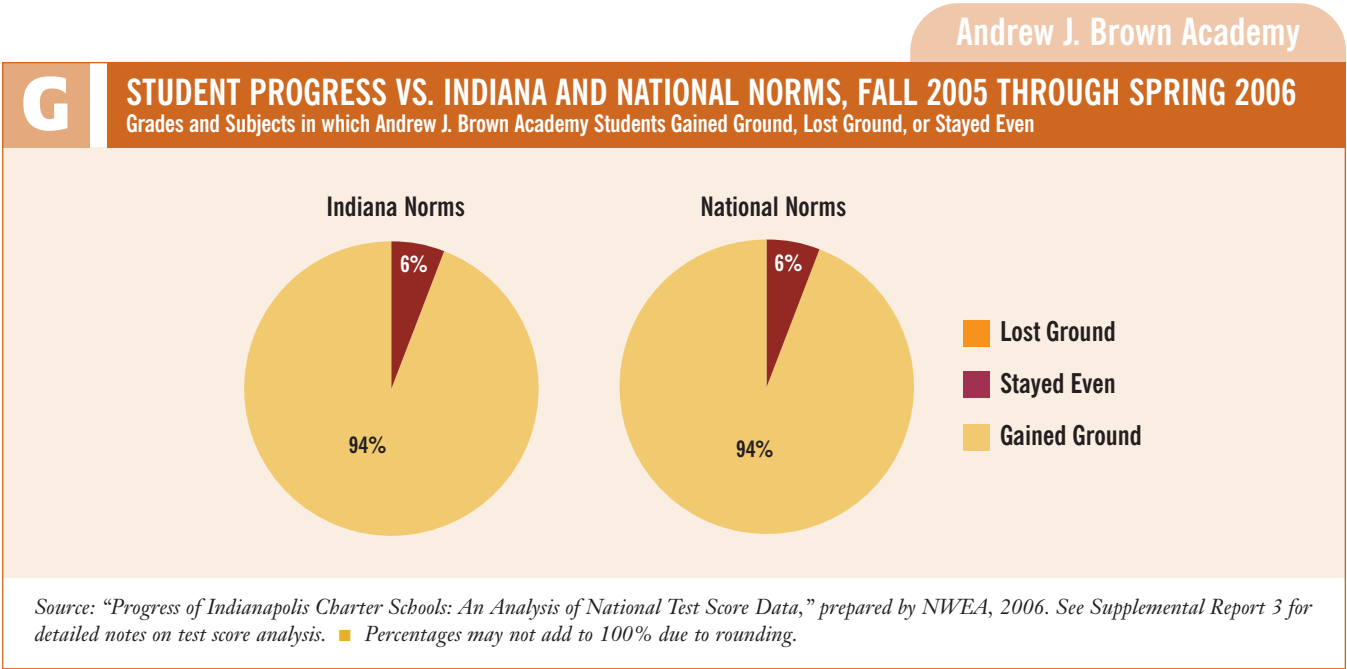
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Andrew J. Brown Academy students improve relative to their peers?

NWEA compared the average gains of students at Andrew J. Brown Academy with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where Andrew J. Brown Academy students gained

ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Andrew J. Brown Academy students gained ground relative to their Indiana peers in 17 out of 18 (94%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 17 out of 18 (94%) grades and subjects (■ CHART G).





ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Andrew J. Brown Academy Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	17.9	14.0	3.9		
2nd Grade Reading	20.0	13.3	6.7		
2nd Grade Language	18.6	13.8	4.8		
3rd Grade Math	16.3	10.1	6.2		
3rd Grade Reading	18.5	8.5	10.0		
3rd Grade Language	19.1	8.5	10.6		
4th Grade Math	13.4	9.1	4.3		
4th Grade Reading	11.4	6.6	4.8		
4th Grade Language	11.7	6.3	5.4		
5th Grade Math	12.4	8.9	3.5		
5th Grade Reading	12.8	5.5	7.3		
5th Grade Language	9.6	5.1	4.5		
6th Grade Math	11.0	7.2	3.8		
6th Grade Reading	11.3	4.3	7.0		
6th Grade Language	4.4	3.9		0.5 ¹	
7th Grade Math	9.4	6.0	3.4		
7th Grade Reading	13.7	3.1	10.6		
7th Grade Language	5.6	2.7	2.9		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Andrew J. Brown Academy made an average gain of 16.3 points, compared to 10.1 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 6.2 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. National Norms (US), Fall 2005 Through Spring 2006

Andrew J. Brown Academy Gains vs. US Gains			Gained or Lost Ground		
Grade/Subject	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	17.9	13.9	4.0		
2nd Grade Reading	20.0	13.1	6.9		
2nd Grade Language	18.6	14.1	4.5		
3rd Grade Math	16.3	10.9	5.4		
3rd Grade Reading	18.5	9.1	9.4		
3rd Grade Language	19.1	9.1	10.0		
4th Grade Math	13.4	8.8	4.6		
4th Grade Reading	11.4	6.5	4.9		
4th Grade Language	11.7	6.3	5.4		
5th Grade Math	12.4	8.7	3.7		
5th Grade Reading	12.8	5.4	7.4		
5th Grade Language	9.6	5.2	4.4		
6th Grade Math	11.0	7.2	3.8		
6th Grade Reading	11.3	4.3	7.0		
6th Grade Language	4.4	4.0		0.4 ¹	
7th Grade Math	9.4	6.0	3.4		
7th Grade Reading	13.7	3.4	10.3		
7th Grade Language	5.6	2.9	2.7		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Andrew J. Brown Academy made an average gain of 17.9 points, compared to 13.9 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 4.0 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Andrew J. Brown Academy student's *future* MAP test score based on the gain he or she

achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or

she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.

Andrew J. Brown Academy

J

STUDENTS ACHIEVING SUFFICIENT GAINS
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
Math	89%	90%	95%	92%	79%	73%
Reading	93%	96%	75%	86%	91%	89%
Language	93%	97%	92%	93%	87%	74%

How to Read this Figure: The first row, as an example, under the 2nd grade column shows 89%. This means that at their current rate of progress, 89% of 2nd graders enrolled at Andrew J. Brown Academy for the 2005-06 school year are expected to be proficient in math in the spring of their 4th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. ■ For 7th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Andrew J. Brown Academy

K

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

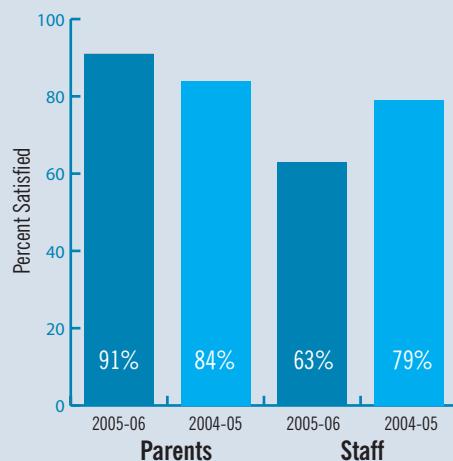
	Findings
Fiscal Health	The school is in sound fiscal health. As part of the National Heritage Academies network of schools, the school has strong financial practices and is in compliance with its financial responsibilities.
Board Governance	The Board is knowledgeable and involved in the school, but it has only five members. The Board may consider adding more members, particularly those who are experienced in dealing with financial matters and other subjects in which Board expertise would benefit the school.
Leadership	The school has a strong instructional leader who is commended by parents and staff members for being an exemplary role model who encourages and supports students and staff members. The school leader has successfully established and promoted a culture of focused learning and caring at the school. In addition, the school leader and other administrators spend significant time observing classrooms and provide teachers with valuable instructional support and feedback about classroom practice.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Andrew J. Brown Academy

L

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Andrew J. Brown Academy

M

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	78%	14%
Return to the school next year	80%	29%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. Calculations include “extremely likely” and “very likely” responses. ■ Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Andrew J. Brown Academy

N

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	77%
Quality of teaching/instruction	77%
Curriculum/academic program	78%
Individualized student attention	71%
Class size	65%
Services provided to special needs students ²	59%
Opportunities for parent participation	77%
School administration	69%
Faculty/teachers	76%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Andrew J. Brown Academy

O

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	39%
School improvement efforts are...	
Focused on student learning	52%
Based on research evidence	35%
The principal at this school...	
Tracks student progress	57%
Works directly with teachers	26%
Makes clear the expectations	33%
Communicates a clear vision	58%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

Andrew J. Brown Academy

P

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	33%
Write clearly and effectively?	43%
Analyze and solve math problems?	64%
Learn effectively on your own?	33%
Be a responsible community member?	28%
Respect people from different backgrounds?	31%
Think critically about ideas and problems?	45%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Andrew J. Brown Academy satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. However, the school was

several months late in submitting a signed, hard copy of the December 2005 DOE Student Residence report to the Indiana Department of Education. The school did not keep a copy of this report or the December 2005 DOE Membership report in its files, and could not provide the Mayor's Office with copies until May 3, 2006 and

April 11, 2006, respectively. During the school year, National Heritage Academies, the school's education management organization, assumed responsibility for maintaining the compliance binder and, since then, documents have been submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Andrew J. Brown Academy

Q	EXPERT SITE VISIT TEAM'S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • During the site visit, the school provided evidence of a self-reflection process that involved school leaders, all teachers and some parents. • The analysis the school provided of its ISTEP+ performance was useful and makes clear that the school's leaders and teachers are "data-driven." • All staff and some parents were involved in developing the school's profile of an "ideal student." This demonstrates a strong process for creating greater support for, and commitment to, the school's mission. • The school has developed a strong culture that is focused on student achievement and learning, and is characterized by high expectations. • The site team observed orderly classrooms, teachers using proactive discipline, and respectful interactions between students and teachers. Little instructional time was lost because of ineffective transitions, rituals, or classroom management techniques. Many classroom teachers asked students higher level thinking questions, and "thinking map" strategies were posted on most boards. • Teachers have participated in a significant amount of professional development that aligns with student learning needs.
Key Areas for Attention	<ul style="list-style-type: none"> • The school team identified achievement among 6th grade male students in mathematics and among 6th grade students eligible for free/reduced lunch in English/language arts as weaknesses to which the school needs to respond. • The school self-reflection presentation identified the following issues: a majority of teachers teach to the "average" learner; students are assigned to classes based on skill levels, but differentiation in instruction in the individual classrooms is not evident school-wide; teachers are teaching outside the National Heritage Academies curriculum in order to cover Indiana state academic standards; and high expectations are not evident in all classrooms. • Evidence suggests there is differential implementation of the school's intended teaching strategies across classrooms. The school should continue to identify teacher needs and provide professional development to ensure high levels of implementation. • Many teachers expressed concerns about work conditions, satisfaction, and retention, including: the lack of a written policy for sick and personal leave; lack of input and clear processes for curriculum decisions; and the large number of teachers who leave the school each year. • The school should ensure the staff understands the differences between the formative and summative evaluations, and the roles of the three administrators who observe in classrooms on a regular basis.



GRADES SERVED IN 2005-06

7-10

NUMBER OF STUDENTS
ENROLLED IN 2005-06

241

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Charles A. Tindley Accelerated
School's mission is to
empower students –
regardless of their past academic
performance – to become
successful students who
graduate with the capacity
for college and career
opportunities.

CHARLES A. TINDLEY ACCELERATED SCHOOL

SUMMARY OF PERFORMANCE

Charles A. Tindley Accelerated School's mission is to empower students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities. The school's accelerated learning program is designed to intellectually engage, inspire and spur academic achievement through college preparatory curriculum.

Charles A. Tindley Accelerated School

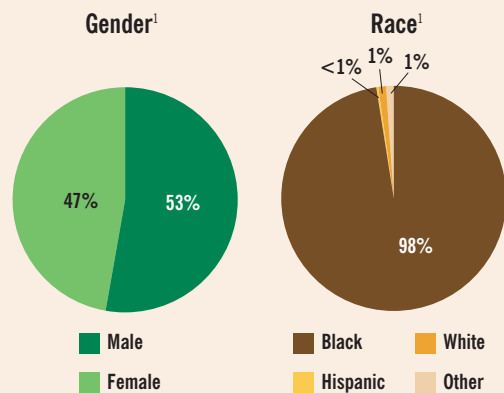
A ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	7-10	6-12
Maximum possible enrollment, pursuant to charter	240	400
Number of students enrolled ¹	241	N/A
Number of students on waiting list ²	94	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Charles A. Tindley Accelerated School

B STUDENT COMPOSITION



Charles A. Tindley Accelerated School	
Free/Reduced-Price Lunch ¹	67%
Special Education ²	4%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

Charles A. Tindley Accelerated School

C ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Charles A. Tindley Accelerated School	95.1%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Charles A. Tindley Accelerated School

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	Yes	No	Yes	Yes
Black	Yes	No		Yes
Free/reduced lunch	Yes	No		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Charles A. Tindley Accelerated School

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated a decrease of 0.3% in ISTEP+ pass rates from its baseline pass rate of 51.4% to receive an Academic Probation placement.

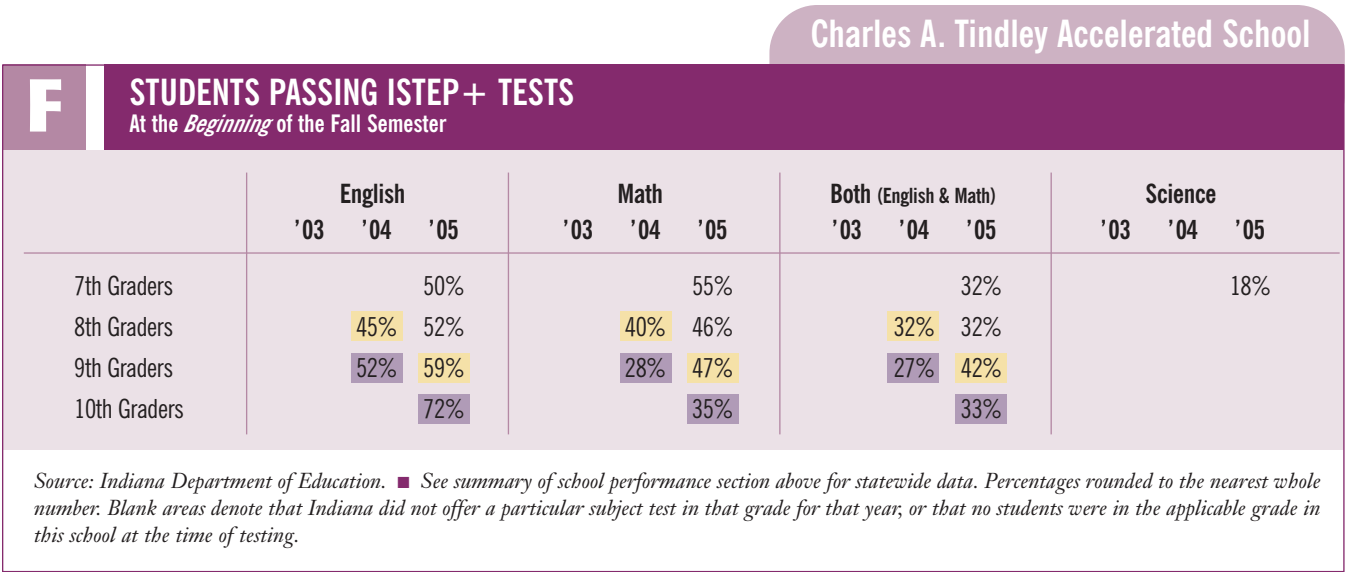
Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Charles A. Tindley Accelerated School. ■ **CHART F** shows how a particular grade performed over time (e.g., the yellow boxes show how 8th graders in

2004 performed in 2005 as 9th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the

course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.



GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor’s Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

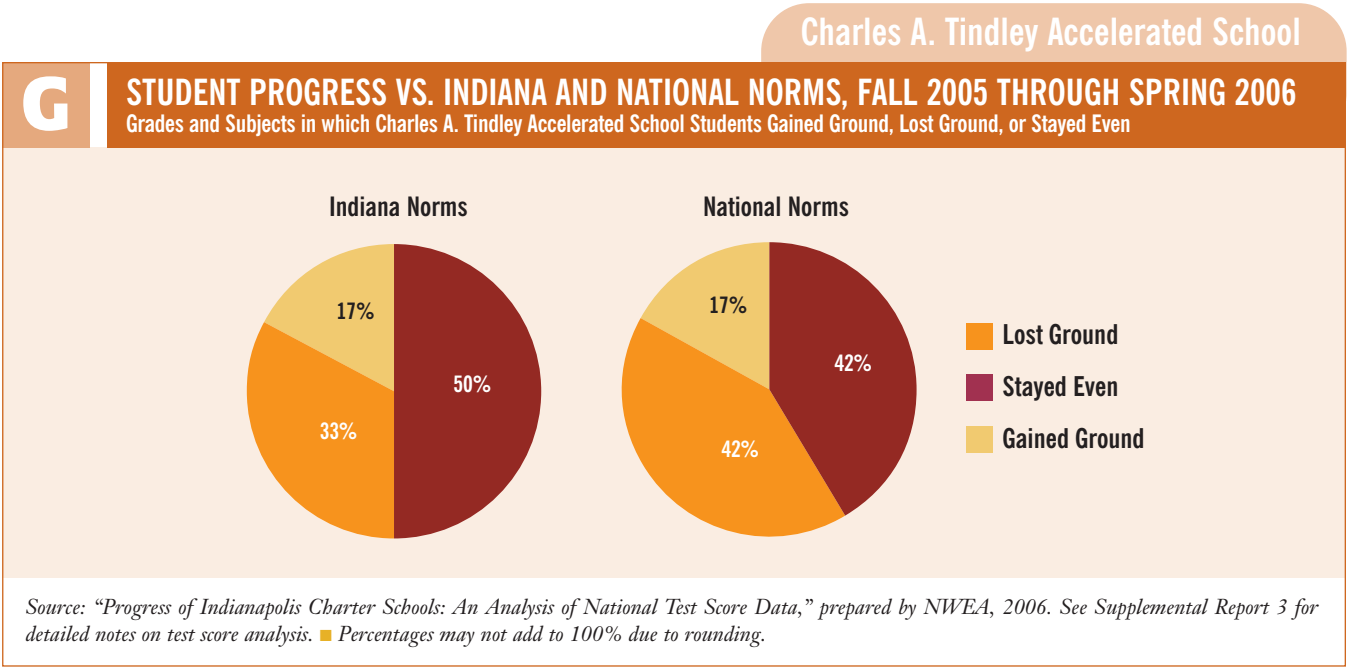
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

• What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Charles A. Tindley Accelerated School students improve relative to their peers?

NWEA compared the average gains of students at Charles A. Tindley Accelerated School with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where Charles A. Tindley

Accelerated School students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Charles A. Tindley Accelerated School students gained ground relative to their Indiana peers in 2 out of 12 (17%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 2 out of 12 (17%) grades and subjects (■ CHART G).



Charles A. Tindley Accelerated School



ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Charles A. Tindley Accelerated School Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
7th Grade Math	3.2	6.0			-2.8
7th Grade Reading	3.5	3.1		0.4 ¹	
7th Grade Language	2.4	2.7		-0.3 ¹	
8th Grade Math	3.4	4.6			-1.2
8th Grade Reading	1.0	2.8			-1.8
8th Grade Language	3.0	2.4		0.6 ¹	
9th Grade Math	4.5	2.9	1.6		
9th Grade Reading	0.7	1.5		-0.8 ¹	
9th Grade Language	0.4	1.4			-1.0
10th Grade Math	3.9	2.6	1.3		
10th Grade Reading	0.7	0.6		0.1 ¹	
10th Grade Language	1.5	0.9		0.6 ¹	

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 8th grade math. The numbers in that row show that 8th grade students at Charles A. Tindley Accelerated School made an average gain of 3.4 points, compared to 4.6 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 1.2 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Charles A. Tindley Accelerated School

ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. National Norms (US), Fall 2005 Through Spring 2006

Charles A. Tindley Accelerated School Gains vs. US Gains			Gained or Lost Ground		
Grade/Subject	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
7th Grade Math	3.2	6.0			-2.8
7th Grade Reading	3.5	3.4		0.1 ¹	
7th Grade Language	2.4	2.9		-0.5 ¹	
8th Grade Math	3.4	5.2			-1.8
8th Grade Reading	1.0	3.2			-2.2
8th Grade Language	3.0	2.6		0.4 ¹	
9th Grade Math	4.5	3.2	1.3		
9th Grade Reading	0.7	1.6			-0.9
9th Grade Language	0.4	1.4			-1.0
10th Grade Math	3.9	2.8	1.1		
10th Grade Reading	0.7	0.8		-0.1 ¹	
10th Grade Language	1.5	1.1		0.4 ¹	

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 7th grade math. The numbers in that row show that 7th grade students at Charles A. Tindley Accelerated School made an average gain of 3.2 points, compared to 6.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.8 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Charles A. Tindley Accelerated School student's future MAP test score based on the gain

he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following

fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.

Charles A. Tindley Accelerated School

J

STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	7th Grade	8th Grade
Math	52%	51%
Reading	65%	68%
Language	72%	71%

How to Read this Figure: The first row, as an example, under the 7th grade column shows 52%. This means that at their current rate of progress, 52% of 7th graders enrolled at Charles A. Tindley Accelerated School for the 2005-06 school year are expected to be proficient in math in the spring of their 8th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. ■ For 7th and 8th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, it was unable to calculate sufficient gains for 9th or 10th grade.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Charles A. Tindley Accelerated School

K

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

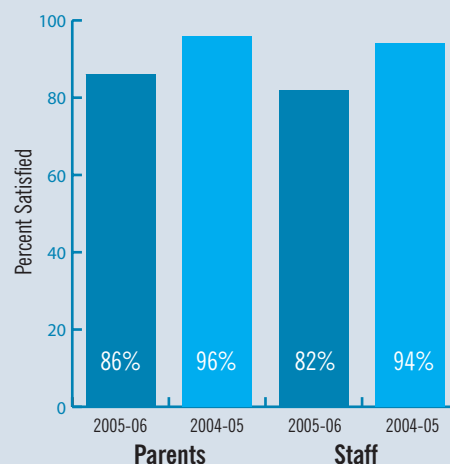
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school did not respond to the ISBA's findings in time for the response to be included in the official report. The report outlined several findings, including the fact that neither Board meeting minutes nor public records related to financial transactions were available for the auditors to review, and that the school did not timely obtain an official bond for the school's treasurer. Since the ISBA released the official audit report, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The school's Board is commended for its commitment to the school and for its successful fundraising efforts. The Board has relevant expertise that is beneficial to the school, and consistently offers innovative ideas for solving problems and providing a high-quality education for students. The Board members are extremely active and motivated. However, in 2006-07, the school must ensure that it keeps minutes at all Board meetings in order to meet its obligation to be open to the public.
Leadership	The school has a strong leadership team focused on the school's mission. The administration allocates responsibilities among several leadership positions, including a Chief Executive Officer, a Chief Financial Officer, a Director of Assessment and a Guidance Counselor. The school's leadership continues to identify issues and develop systematic, educational responses to ensure the school fulfills its mission. However, the school's leaders should consider ways to improve communication with teachers in order to foster an atmosphere of collaboration and cooperation within the school.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Charles A. Tindley Accelerated School

L

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Charles A. Tindley Accelerated School

M

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	69%	53%
Return to the school next year	70%	59%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. Calculations include “extremely likely” and “very likely” responses. ■ Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Charles A. Tindley Accelerated School

N

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	71%
Quality of teaching/instruction	63%
Curriculum/academic program	81%
Individualized student attention	73%
Class size	75%
Services provided to special needs students ²	51%
Opportunities for parent participation	75%
School administration	62%
Faculty/teachers	59%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Charles A. Tindley Accelerated School

O

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	70%
School improvement efforts are...	
Focused on student learning	76%
Based on research evidence	59%
The principal at this school...	
Tracks student progress	76%
Works directly with teachers	42%
Makes clear the expectations	70%
Communicates a clear vision	89%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

Charles A. Tindley Accelerated School

P

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	32%
Write clearly and effectively?	46%
Analyze and solve math problems?	46%
Learn effectively on your own?	39%
Be a responsible community member?	38%
Respect people from different backgrounds?	44%
Think critically about ideas and problems?	39%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Charles A. Tindley Accelerated School demonstrated difficulty in meeting its obligation to provide access to students across Indianapolis. In June 2006, the school implemented a disciplinary policy that resulted in approximately 20 students being expelled from school for the remainder of the school year because they failed, or were failing, classes. This policy is not consistent with the disciplinary policy the school previously submitted to the Mayor's Office or with the school's obligation to be open and to provide educational services to all students who enroll.

In addition, the school failed to satisfy its reporting and compliance obligations to the Mayor's Office and

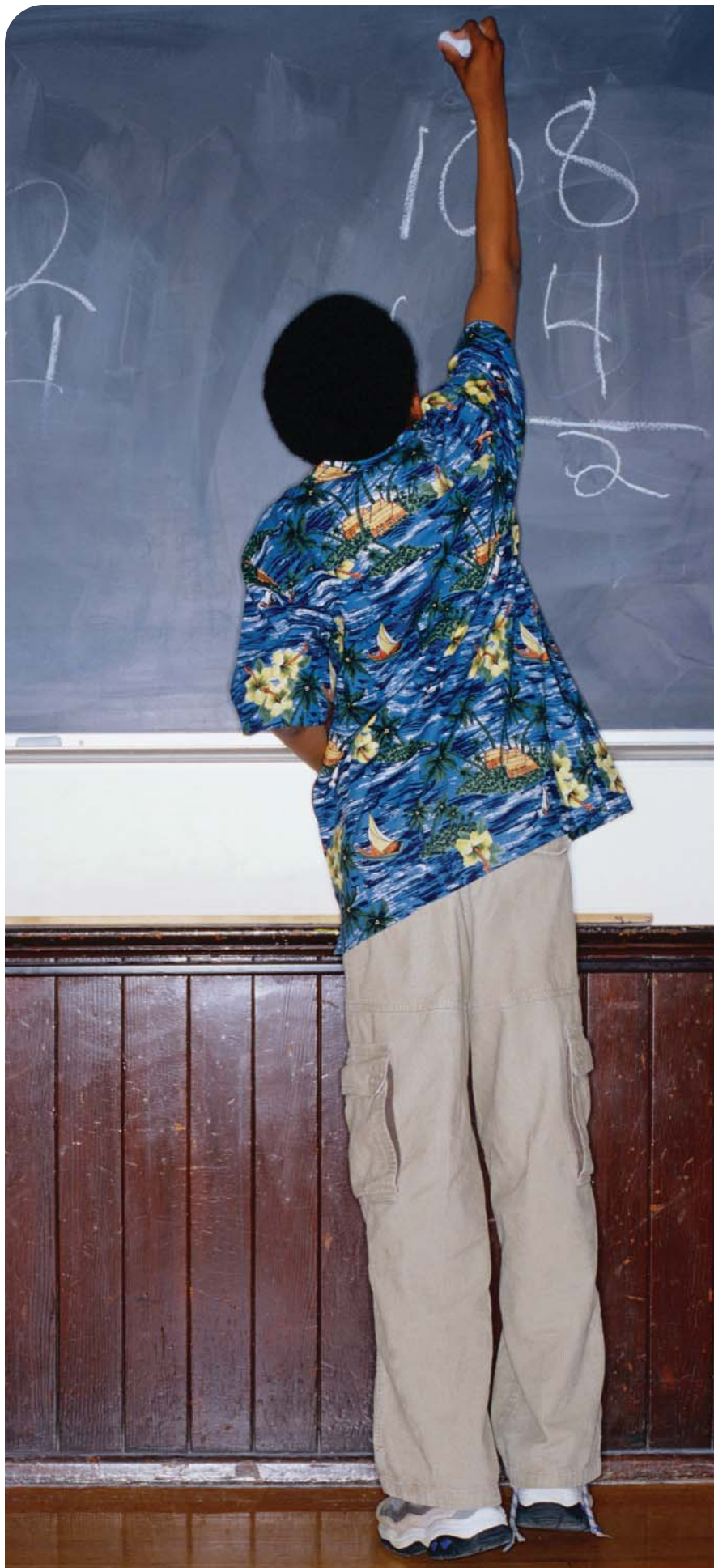
the Indiana Department of Education (IDOE). For example, the school: was seven weeks late in submitting its Title I application; did not properly submit free and reduced lunch data to the IDOE; did not submit signed hard copies of the September 2005 DOE Student Membership and Student Residence reports on time and, because it did not keep copies of these signed reports for its files, could not provide copies of them to the Mayor's Office until eight months after the reports were due; did not provide the Mayor's Office with a signed copy of the October 2005 DOE Program and Services report; failed to timely provide the Mayor's Office with teacher

licensing information despite 11 written requests from the Mayor's Office that it do so, and did not submit emergency permits for five teachers by the end of the school year; failed from October 2005 to mid-January 2006 to communicate with the Mayor's Office regarding any compliance items; and, finally, often cancelled and rescheduled compliance meetings throughout the year. The school must recognize the importance of satisfying these reporting requirements, and make complying with these obligations a priority for the 2006-07 school year.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Charles A. Tindley Accelerated School

Q	EXPERT SITE VISIT TEAM'S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • Students and parents speak of the college preparation mission and report that they see significant changes in attitudes, skills, and effort. • Stakeholders say the school is “student-centered” and “like a family.” • Teachers report they are supportive of one another and share a dedication to the school’s mission. • The site team observed some exemplary classroom and teaching practices. The school might consider identifying exemplary classes or teachers as demonstration classrooms that typify the school’s vision so teachers can better understand the school’s expectations and effective practices. • Students report they have a “college lab” where they can learn about colleges. The lab has print materials and catalogues, financial aid information, applications, and other resources. • The school is commended for the diversity of its staff.
Key Areas for Attention	<ul style="list-style-type: none"> • The lack of an aligned curriculum structure and curriculum alignment across grades and subject areas is a problem, and it is unclear how the school plans to provide students with a coherent learning experience. • The school needs to strengthen links between Indiana state academic standards, lessons, student assessments and professional development. • Most staff noted concerns about communication and collaboration between teachers and administrators. Staff members reported that there is less collaboration and input into decisions compared to last year and that communication is a major problem. The school should consider ways to improve communication with teachers. • Teachers report that they need more time for collaboration and for focus on student work and common curricular issues. • Student attrition is reported to be approximately 20%. The site visit team heard many remarks from all constituent groups suggesting that some of the disenfranchised students who may lack parental support or are significantly below grade level may be leaving the school.



GRADES SERVED IN 2005-06

K-7

NUMBER OF STUDENTS
ENROLLED IN 2005-06

358

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Christel House Academy strives
to: equip students with the desire
for **lifelong learning**;
strengthen their civic, ethical and
moral values; and prepare
them to be self-sufficient,
contributing members
of society.

CHRISTEL HOUSE ACADEMY

SUMMARY OF PERFORMANCE

Christel House Academy strives to: equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society. The school's goal is to provide an outstanding education to a traditionally underserved population, allowing its students to achieve the academic proficiency necessary for higher education.

Christel House Academy

A ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	K-7	K-8
Maximum possible enrollment, pursuant to charter	608	860
Number of students enrolled ¹	358	N/A
Number of students on waiting list ²	100	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Christel House Academy

C ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

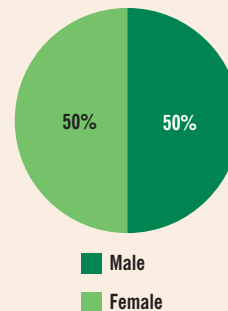
	Attendance Rate
Christel House Academy	95.8%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

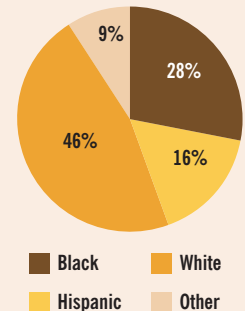
Christel House Academy

B STUDENT COMPOSITION

Gender¹



Race¹



Christel House Academy

Free/Reduced-Price Lunch ¹	54%
Special Education ²	12%
Limited English Proficiency ³	13%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Christel House Academy

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
White	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Christel House Academy

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Exemplary Progress

The school demonstrated improvement of 5.7% in ISTEP+ pass rates from its baseline pass rate of 64.2% to receive an Exemplary Progress placement.

Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ multiple times while at Christel House Academy. ■ **CHART F** shows how a particular grade performed over time (e.g., the orange boxes show how 3rd graders in 2003 performed in

2004 as 4th graders and in 2005 as 5th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual

student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

Christel House Academy

F

STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders	56%	60%	70%	35%	60%	59%	30%	47%	54%			
4th Graders		52%	61%		58%	65%		40%	50%			
5th Graders		53%	63%		60%	57%		47%	48%	35%	47%	43%
6th Graders		67%	44%		63%	63%		48%	41%			
7th Graders			67%			67%			52%			29%

Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or that no students were in the applicable grade in this school at the time of testing.

GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor’s Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

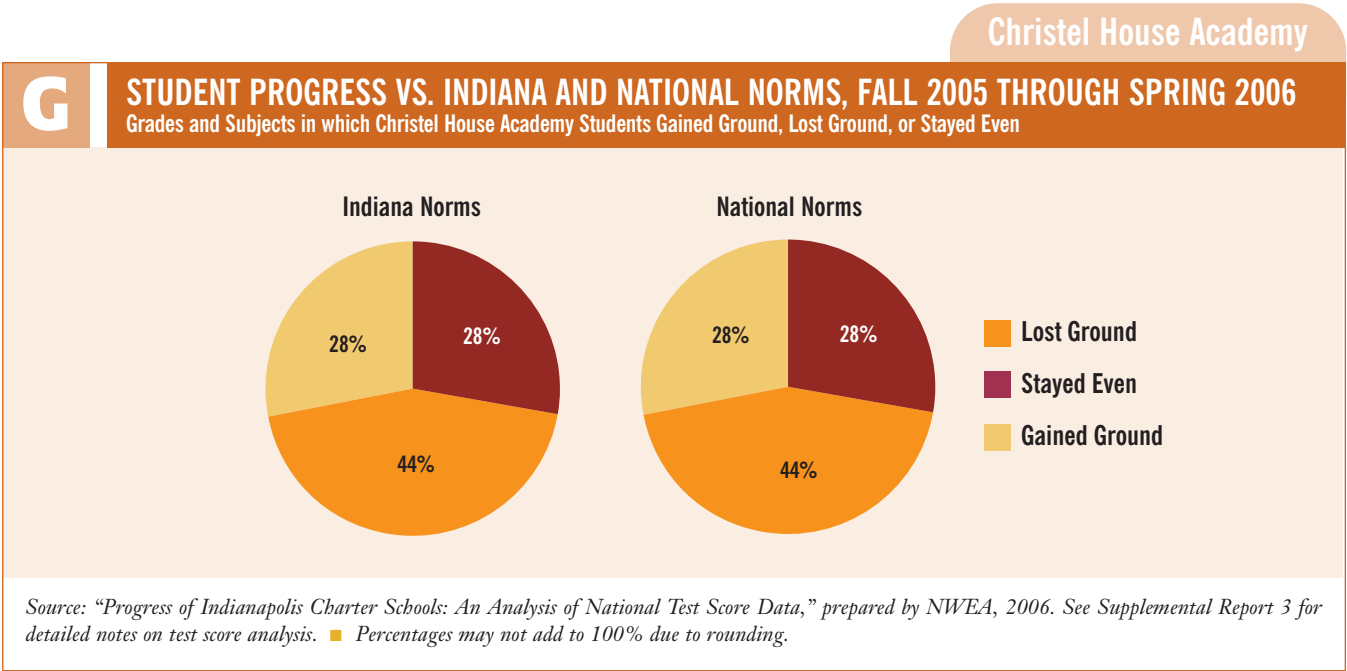
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Christel House Academy students improve relative to their peers?

NWEA compared the average gains of students at Christel House Academy with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where Christel House Academy students gained ground, lost

ground, or stayed even relative to their peers. As the pie charts below show, Christel House Academy students gained ground relative to their Indiana peers in 5 out of 18 (28%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 5 out of 18 (28%) grades and subjects (■ CHART G).





ACADEMIC PROGRESS OF STUDENTS

Christel House Academy vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Christel House Academy Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	16.4	14.0	2.4		
2nd Grade Reading	16.1	13.3	2.8		
2nd Grade Language	16.1	13.8	2.3		
3rd Grade Math	9.3	10.1			-0.8
3rd Grade Reading	9.3	8.5		0.8 ¹	
3rd Grade Language	8.4	8.5		-0.1 ¹	
4th Grade Math	7.5	9.1			-1.6
4th Grade Reading	8.0	6.6	1.4		
4th Grade Language	7.0	6.3		0.7 ¹	
5th Grade Math	6.7	8.9			-2.2
5th Grade Reading	1.7	5.5			-3.8
5th Grade Language	0.3	5.1			-4.8
6th Grade Math	9.6	7.2	2.4		
6th Grade Reading	-0.6	4.3			-4.9
6th Grade Language	3.6	3.9		-0.3 ¹	
7th Grade Math	0.8	6.0			-5.2
7th Grade Reading	-2.5	3.1			-5.6
7th Grade Language	3.2	2.7		0.5 ¹	

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Christel House Academy made an average gain of 9.3 points, compared to 10.1 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 0.8 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

ACADEMIC PROGRESS OF STUDENTS

Christel House Academy vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Christel House Academy Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	16.4	13.9	2.5		
2nd Grade Reading	16.1	13.1	3.0		
2nd Grade Language	16.1	14.1	2.0		
3rd Grade Math	9.3	10.9			-1.6
3rd Grade Reading	9.3	9.1		0.2 ¹	
3rd Grade Language	8.4	9.1		-0.7 ¹	
4th Grade Math	7.5	8.8			-1.3
4th Grade Reading	8.0	6.5	1.5		
4th Grade Language	7.0	6.3		0.7 ¹	
5th Grade Math	6.7	8.7			-2.0
5th Grade Reading	1.7	5.4			-3.7
5th Grade Language	0.3	5.2			-4.9
6th Grade Math	9.6	7.2	2.4		
6th Grade Reading	-0.6	4.3			-4.9
6th Grade Language	3.6	4.0		-0.4 ¹	
7th Grade Math	0.8	6.0			-5.2
7th Grade Reading	-2.5	3.4			-5.9
7th Grade Language	3.2	2.9		0.3 ¹	

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Christel House Academy made an average gain of 16.4 points, compared to 13.9 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 2.5 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Christel House Academy student's *future* MAP test score based on the gain he or she

achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or

she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.

Christel House Academy

J

STUDENTS ACHIEVING SUFFICIENT GAINS To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
Math	90%	72%	71%	65%	93%	44%
Reading	86%	73%	76%	56%	44%	65%
Language	86%	68%	80%	62%	56%	76%

How to Read this Figure: The first row, as an example, under the 2nd grade column shows 90%. This means that at their current rate of progress, 90% of 2nd graders enrolled at Christel House Academy for the 2005-06 school year are expected to be proficient in math in the spring of their 4th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. ■ For 7th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor's Office determined how well the school is

meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does

Not Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

Christel House Academy

K

CORE QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Ratings from the Fourth Year Charter Review	Finding
1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Meets Standard
1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?	Meets Standard

Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Christel House Academy," available online. ■ This report includes detailed explanations of the school's ratings.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Christel House Academy

L

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

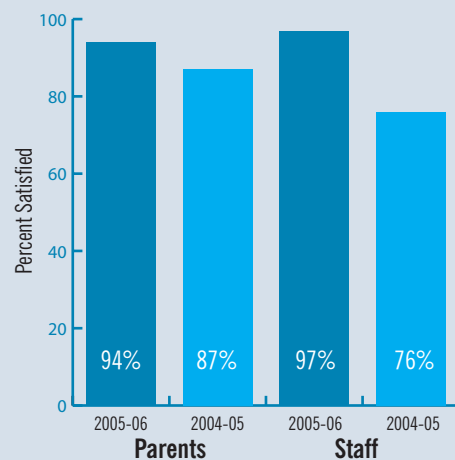
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school's response to the ISBA's findings was included in the official audit report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The school's Board members are active and competent in their oversight and stewardship, and bring a broad range of school-specific knowledge and professional expertise. Board members are knowledgeable about the school and its policies, and Board membership has been stable since the school's inception.
Leadership	Although the absence of a principal during the 2005-06 school year presented a critical gap in the school's administration, the superintendent's constant presence provided the necessary stability for the school. Since the school's inception, the school's superintendent showed leadership and commitment that is widely recognized by the school community. Staff members reported never feeling the void of a school leader due to the superintendent's leadership. In June 2006, the school's superintendent resigned and was replaced by a new principal.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Christel House Academy

M

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Christel House Academy

N

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	89%	57%
Return to the school next year	90%	75%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Christel House Academy

O

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	93%
Quality of teaching/instruction	86%
Curriculum/academic program	86%
Individualized student attention	77%
Class size	72%
Services provided to special needs students ²	69%
Opportunities for parent participation	82%
School administration	70%
Faculty/teachers	82%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Christel House Academy

P

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	82%
School improvement efforts are...	
Focused on student learning	86%
Based on research evidence	90%
The principal at this school...	
Tracks student progress	82%
Works directly with teachers	44%
Makes clear the expectations	96%
Communicates a clear vision	100%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. “Strongly agree” and “agree” responses are on a six-point scale (scale also includes “somewhat agree,” “somewhat disagree,” “disagree,” and “strongly disagree”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.”

Christel House Academy

Q

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	33%
Write clearly and effectively?	40%
Analyze and solve math problems?	40%
Learn effectively on your own?	37%
Be a responsible community member?	23%
Respect people from different backgrounds?	37%
Think critically about ideas and problems?	27%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6–12 administered in spring 2006 by CELL. “Excellent job” responses are on a three-point scale (scale also includes “ok job” and “poor job”). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor’s Office and an expert team from SchoolWorks determined how well the school is meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” “Meets Standard,” and “Exceeds Standard.”

Christel House Academy

R

CORE QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Ratings from the Fourth Year Charter Review	Finding
2.1 Is the school in sound fiscal health?	Meets Standard
2.2 Are the school's student enrollment, attendance, and retention rates strong?	Approaching Standard
2.3 Is the school's board active and competent in its oversight?	Meets Standard
2.4 Is there a high level of parent satisfaction with the school?	Meets Standard
2.5 Is the school administration strong in its academic and organizational leadership?	Meets Standard

Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – Christel House Academy,” available online. ■ This report includes detailed explanations of the school’s ratings.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Christel House Academy satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these obligations. However, the school was a

few months late in submitting signed hard copies of the DOE Membership and DOE Student Residence reports for September 2005 to the Indiana Department of Education. The school also had difficulty producing some compliance documents in a timely manner and cancelled several compliance meetings throughout the

year. For the 2006-07 school year, the school has indicated that it will allocate responsibility for the compliance binder to a new staff member, which may result in improved timeliness in meeting compliance deadlines.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor’s Office determined how well the school is

meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include “Does

Not Meet Standard,” “Approaching Standard,” and “Meets Standard.”

Christel House Academy	
S	CORE QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?
Ratings from the Fourth Year Charter Review	Finding
3.1 Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2 Is the school’s physical plant safe and conducive to learning?	Meets Standard
3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4 Is the school fulfilling its legal obligations related to access and services to students with special needs?	Approaching Standard
3.5 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Approaching Standard
Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – Christel House Academy,” available online. ■ This report includes detailed explanations of the school’s ratings.	

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Christel House Academy

T

EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations

- Ongoing improvement efforts are evident at the school.
- The school has a high quality curriculum and supporting materials at each grade level.
- Teachers have a uniform understanding of how to use documents that align with Indiana state academic standards, as well as many other resources, to deliver instruction.
- The teaching processes are consistent with the school's mission to "maintain high standards of academic rigor." Curriculum that is aligned with Indiana state academic standards ensures the appropriateness of subject area content. A range of teaching and intervention strategies are used to address student learning needs.
- The school deploys staff based on students' instructional needs.
- Teacher evaluation procedures are consistently implemented and based on clear criteria. The school uses a rubric-based summative evaluation process to assess and evaluate teacher performance.
- The school has a structure in place that results in efficient use of staff, and offers extensive time for collaboration on instructional practice, as well as student learning. The school offers a wide range of professional development opportunities that meet teachers' needs.
- There is active communication between the school, parents and students that is timely, relevant and responsive to diverse needs.

Key Areas for Attention

- While the superintendent's efforts provided the necessary leadership, the lack of stability in the principal position during the school's first four years is an issue that requires attention.
- A systematic, school-wide review of the curriculum might be beneficial.
- Without an explanation of the lessons' objectives by a teacher, learning outcomes and expectations are not clearly established for students. The school should emphasize stating and explaining lesson objectives to ensure that students understand the learning outcomes they are expected to achieve.
- It may benefit the school to determine which assessments are providing the most useful information and focus its efforts on the data those instruments provide.

Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Christel House Academy," available online, based on expert site visit conducted by SchoolWorks.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, an expert team from SchoolWorks determined how well the school is meeting the standards in Question 4 of the Performance Framework based on a multi-day site visit. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” and “Meets Standard.”

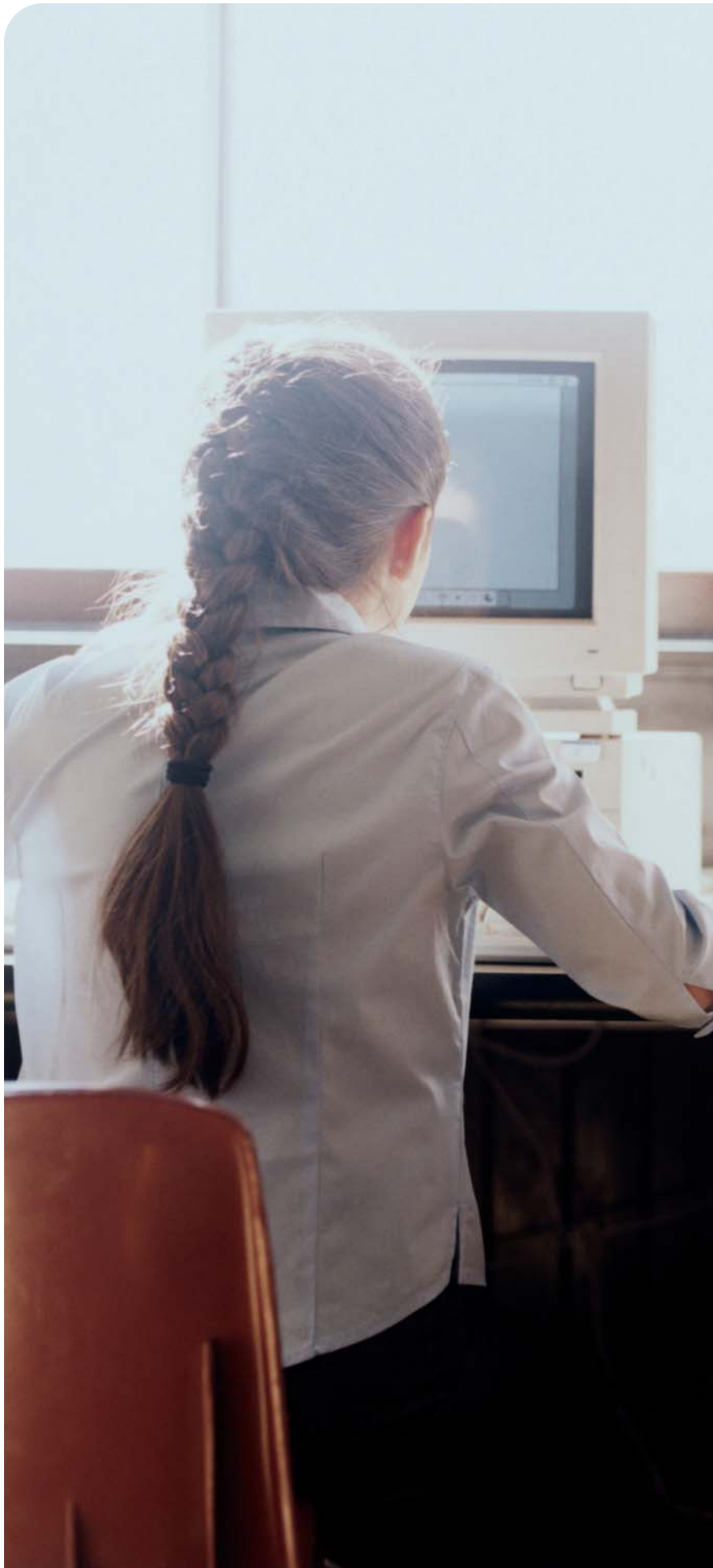
Christel House Academy

U

CORE QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Ratings from the Fourth Year Charter Review	Finding
4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6 Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7 Is the school climate conducive to student and staff success?	Meets Standard
4.8 Is ongoing communication with students and parents clear and helpful?	Meets Standard

Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – Christel House Academy,” available online. ■ This report includes detailed explanations of the school’s ratings.



GRADES SERVED IN 2005-06

9-11

NUMBER OF STUDENTS
ENROLLED IN 2005-06

97

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Decatur Discovery Academy
seeks to provide a
non-traditional
environment in which students
learn through experiential
and inquiry approaches and
strong **personal**
relationships with teachers.

DECATUR DISCOVERY ACADEMY

SUMMARY OF PERFORMANCE

Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers. Using the Expeditionary Learning Schools Outward Bound model, the school attempts to work with students individually to ensure that they graduate from high school and pursue post-secondary educational opportunities.

Decatur Discovery Academy

A

ENROLLMENT AND DEMAND

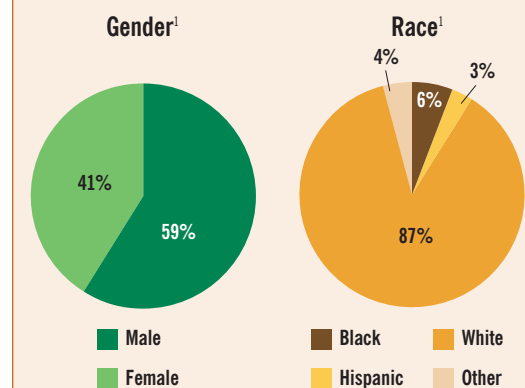
	2005-06	At Capacity
Grades served	9-11	9-12
Maximum possible enrollment, pursuant to charter	100	200
Number of students enrolled ¹	97	N/A
Number of students on waiting list ²	1	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

B

Decatur Discovery Academy

STUDENT COMPOSITION



	Decatur Discovery Academy
Free/Reduced-Price Lunch ¹	31%
Special Education ²	12%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

Decatur Discovery Academy

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Decatur Discovery Academy	96.1%
Metropolitan School District of Decatur Township	95.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress and Public Law 221 category placements is not available for this school because it just completed its first year of operation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Though Decatur Discovery Academy students took the state’s ISTEP+ exam, they did so shortly after the school opened at the beginning of

the year. As a result, the school’s results on the state test reflect the students’ starting levels of academic achievement rather than the school’s performance. Refer to the following section for measures of individual student growth over the course of the 2005-06 school

year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

Decatur Discovery Academy												
D	STUDENTS PASSING ISTEP+ TESTS											
	At the <i>Beginning</i> of the Fall Semester											
	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
9th Graders			40%			28%			18%			
10th Graders			32%			24%			20%			
Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.												

GROWTH IN TEST SCORES OVER TIME

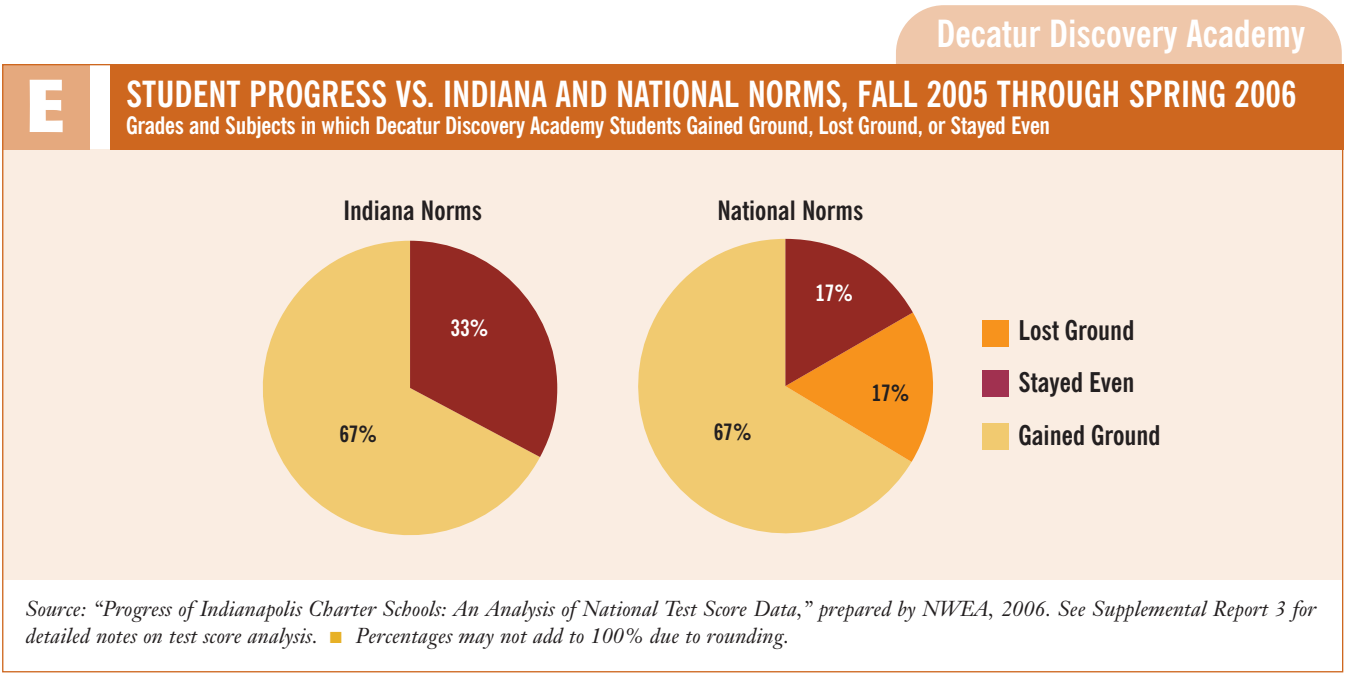
Charter schools administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor’s Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2005-06 academic year. Because NWEA does not publish proficiency levels for high

school grades, it was not possible for NWEA to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

Comparative Gains: How much did Decatur Discovery Academy students improve relative to their peers?

NWEA compared the average gains of students at Decatur Discovery Academy with those of students across Indiana (■ CHART F) and the US (■ CHART G). The figures show where Decatur

Discovery Academy students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Decatur Discovery Academy students gained ground relative to their Indiana peers in 4 out of 6 (67%) grades and subjects (■ CHART E). They gained ground relative to their national peers in 4 out of 6 (67%) grades and subjects (■ CHART E).



F

ACADEMIC PROGRESS OF STUDENTS

Decatur Discovery Academy vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Decatur Discovery Academy Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	3.4	2.9		0.5 ¹	
9th Grade Reading	11.0	1.5	9.5		
9th Grade Language	4.4	1.4	3.0		
10th Grade Math	1.8	2.6		-0.8 ¹	
10th Grade Reading	8.0	0.6	7.4		
10th Grade Language	4.2	0.9	3.3		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at Decatur Discovery Academy made an average gain of 1.8 points, compared to 2.6 points for the average IN student. These students were considered to have “stayed even” compared to the average IN student because their average gains were not different to a statistically significant degree.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.



ACADEMIC PROGRESS OF STUDENTS

Decatur Discovery Academy vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Decatur Discovery Academy Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	3.4	3.2		0.2 ¹	
9th Grade Reading	11.0	1.6	9.4		
9th Grade Language	4.4	1.4	3.0		
10th Grade Math	1.8	2.8			-1.0
10th Grade Reading	8.0	0.8	7.2		
10th Grade Language	4.2	1.1	3.1		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Decatur Discovery Academy made an average gain of 3.4 points, compared to 3.2 points for the average US student. These students were considered to have “stayed even” compared to the average US student because their average gains were not different to a statistically significant degree.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Decatur Discovery Academy



EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

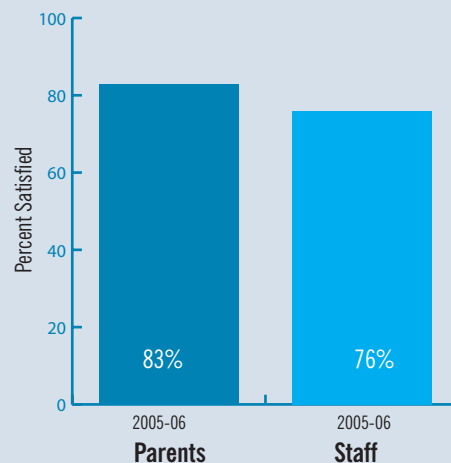
	Findings
Fiscal Health	The school is in sound fiscal health. The Metropolitan School District (MSD) of Decatur Township provides significant assistance to the school for financial management. This support from the school district has been integral in ensuring that the school has satisfactory financial practices.
Board Governance	The school's Board provides competent oversight and strives to incorporate staff and student presentations at the Board meetings. However, Board members attended meetings inconsistently throughout the school year, with several members missing four or more meetings. In 2006-07, the Board should emphasize the importance of attending meetings regularly throughout the school year.
Leadership	Representatives of the MSD of Decatur Township, particularly the Superintendent and Assistant Superintendent for Curriculum and Instruction, provide exemplary leadership to the school, and the school benefits greatly from the district's expertise and support. The school's principal and part-time dean of students provided stable leadership throughout the school year.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Decatur Discovery Academy



OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Decatur Discovery Academy

J

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	80%	51%
Return to the school next year	88%	76%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Decatur Discovery Academy

K

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	72%
Quality of teaching/instruction	75%
Curriculum/academic program	77%
Individualized student attention	79%
Class size	87%
Services provided to special needs students ²	37%
Opportunities for parent participation	80%
School administration	87%
Faculty/teachers	77%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Decatur Discovery Academy

L

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	13%
School improvement efforts are...	
Focused on student learning	88%
Based on research evidence	63%
The principal at this school...	
Tracks student progress	63%
Works directly with teachers	38%
Makes clear the expectations	38%
Communicates a clear vision	50%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

Decatur Discovery Academy

M

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	42%
Write clearly and effectively?	50%
Analyze and solve math problems?	39%
Learn effectively on your own?	43%
Be a responsible community member?	47%
Respect people from different backgrounds?	47%
Think critically about ideas and problems?	44%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Decatur Discovery Academy satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the

expert site visit team indicated any significant concerns related to these obligations. However, the school was late in submitting signed, hard copies of the September 2005 and December 2005 DOE Membership Reports and Student

Residence reports to the Indiana Department of Education. In 2005-06, compliance documents were consistently submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Decatur Discovery Academy

N	EXPERT SITE VISIT TEAM'S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • Evidence indicates that there are strong, positive relationships and cooperation among staff at the school and the MSD of Decatur Township. • Teachers, students and administrators know that the school's mission is to prepare students to be ready for and have success in college via two major strategies: student engagement in the Expeditionary Learning Schools Outward Bound model and successful participation in college-level courses. • In a focus group, parents reported they receive adequate information from the school through a weekly newsletter, progress reports, e-mails, phone calls, and face-to-face meetings. • Based on its examination of student achievement data during the school year, the school's staff determined that students needed to improve their writing, and that many students were several years behind in math and language arts. In response, the school trained staff, implemented a writing-across-the-curriculum program, and provided small group instruction in math and reading. • Classroom observations revealed high levels of student engagement in some classes, and many assignments designed to be relevant to real world experiences and student interests. • Most students in focus groups report they are assuming more responsibility and improving their academic work, behavior, and attitudes about school and learning.
Key Areas for Attention	<ul style="list-style-type: none"> • The school should develop a curriculum review process and continue to develop documentation to show how its learning experiences align with Indiana state academic standards and translate into course credits and the CORE 40 diploma. • Students and teachers might benefit from having detailed, explicit criteria related to minimum expectations and requirements for the portfolios that students use to collect and present their work. During the site visits, students demonstrated different expectations and demands related to the portfolios. • The school should increase the pace and rigor of learning expectations and differentiate assignments more to accommodate individual student learning needs. • The principal reports that the attrition rate in 2005-06 was approximately 30%, and that students have left for various reasons. The school has taken several steps to reduce attrition, but might also consider other strategies, such as having teachers conduct recruitment meetings and offering prospective students an opportunity to spend a day with a current student. • In 2006-07, a priority for the school should be student engagement in high level, rigorous, in-depth expeditions. There should be sufficient time, support and dedicated resources for teachers to plan and implement the expeditions. Both teachers and administrators report that involving students in planning learning expeditions is a priority, and that teachers would devote time during the summer to expedition planning.



GRADES SERVED IN 2005-06

K-7

NUMBER OF STUDENTS
ENROLLED IN 2005-06

223

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

By fostering critical thinking and
problem-solving skills, **Flanner
House Elementary School**
seeks to build a solid
foundation and provide
positive motivation for
life-long learning
among its students.

FLANNER HOUSE ELEMENTARY SCHOOL

SUMMARY OF PERFORMANCE

By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for life-long learning among its students. The school strives to educate the “whole person” in order to allow students to achieve their highest potential.

Flanner House Elementary School

A

ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	K-7	K-7
Maximum possible enrollment, pursuant to charter	285	300
Number of students enrolled ¹	223	N/A
Number of students on waiting list ²	9	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes “Not Applicable.” A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Flanner House Elementary School

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

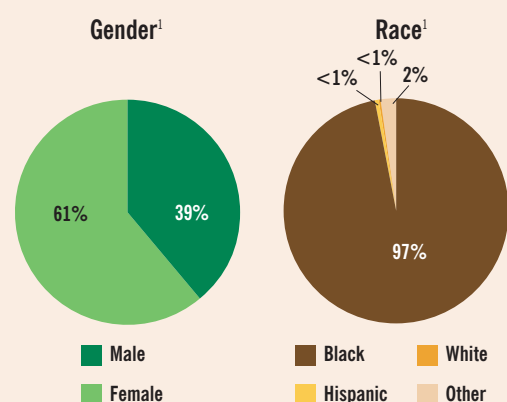
	Attendance Rate
Flanner House Elementary School	97.0%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

Flanner House Elementary School

B

STUDENT COMPOSITION



	Flanner House Elementary School
Free/Reduced-Price Lunch ¹	67%
Special Education ²	4%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Flanner House Elementary School

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate ¹
All students	Yes	Yes	Yes	Yes
Black	Yes	Yes		Yes
Free/reduced lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Flanner House Elementary School

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Academic Watch

The school demonstrated a decrease of 1.2% in ISTEP+ pass rates from its baseline pass rate of 74.1% to receive an Academic Watch placement.

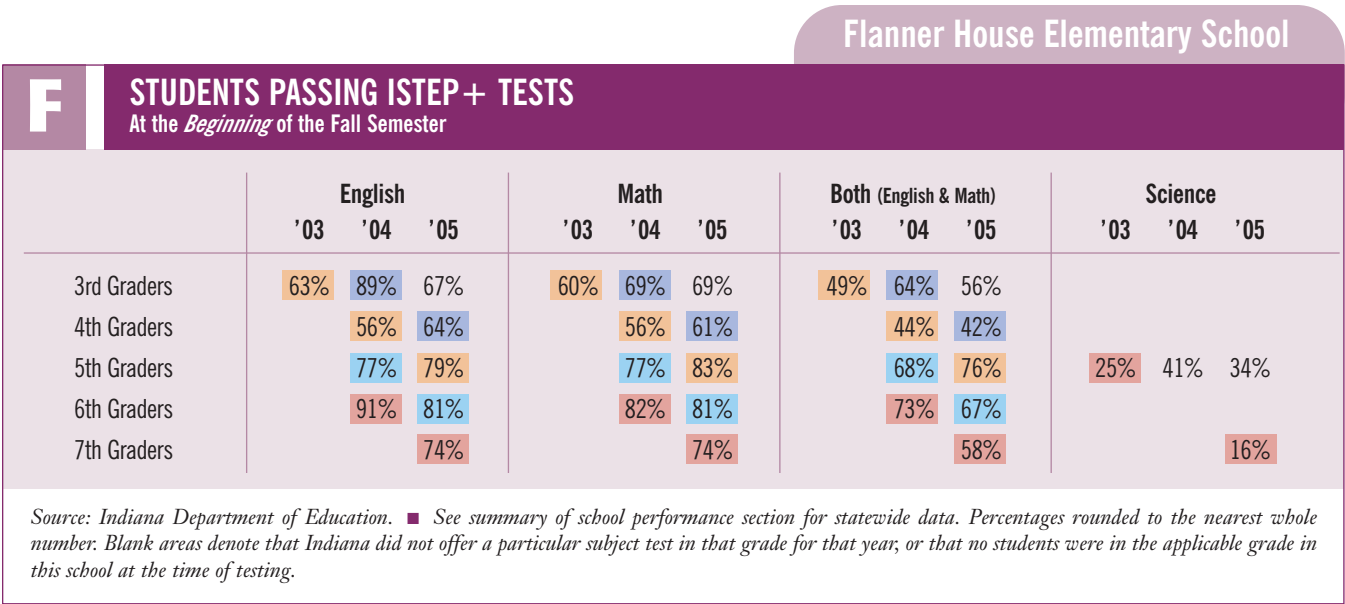
Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ multiple times while at Flanner House Elementary School. ■ **CHART F** shows how a particular grade performed over time (e.g., the orange boxes show how 3rd graders in

2003 performed in 2004 as 4th graders and in 2005 as 5th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of

individual student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.



GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

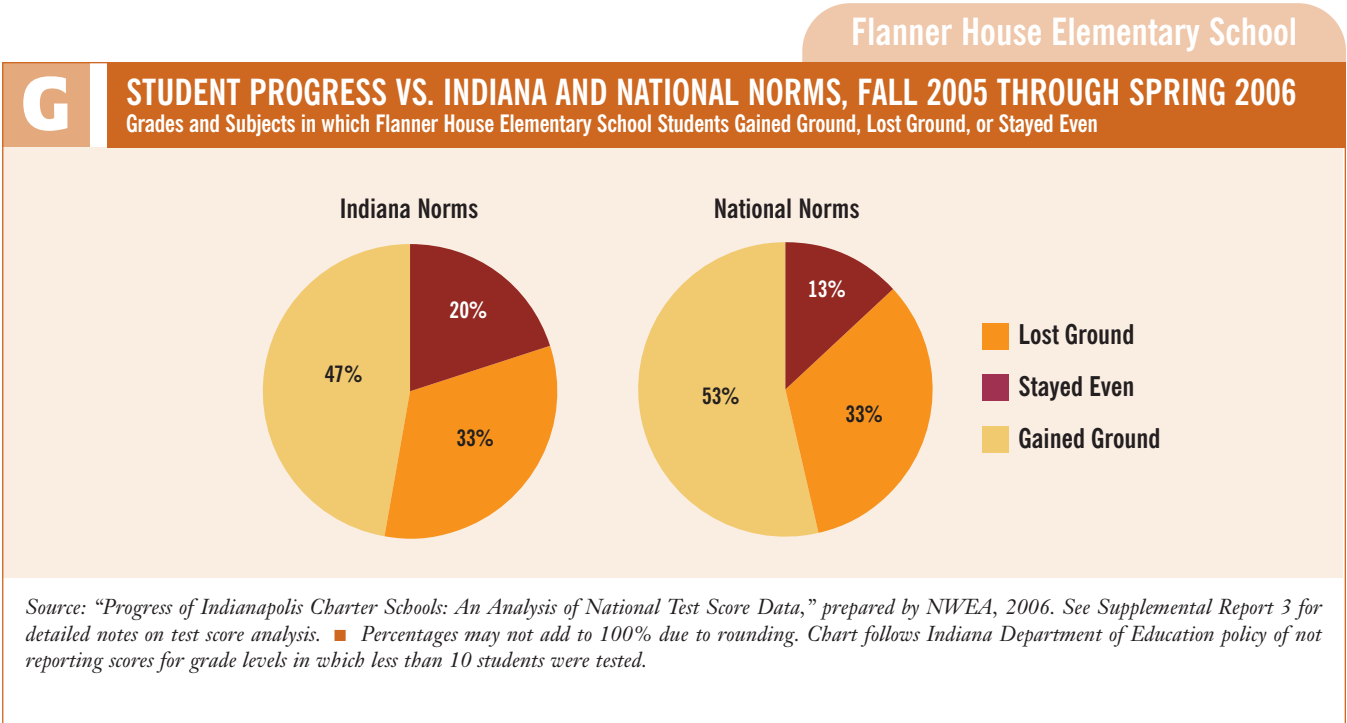
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Flanner House Elementary School students improve relative to their peers?

NWEA compared the average gains of students at Flanner House Elementary School with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where Flanner House Elementary School

students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Flanner House Elementary School students gained ground relative to their Indiana peers in 7 out of 15 (47%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 8 out of 15 (53%) grades and subjects (■ CHART G).



Flanner House Elementary School



ACADEMIC PROGRESS OF STUDENTS

Flanner House Elementary School vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Flanner House Elementary School Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	11.6	14.0			-2.4
2nd Grade Reading	12.2	13.3			-1.1
2nd Grade Language	8.7	13.8			-5.1
3rd Grade Math	9.4	10.1		-0.7 ¹	
3rd Grade Reading	4.6	8.5			-3.9
3rd Grade Language	10.7	8.5	2.2		
4th Grade Math	9.6	9.1		0.5 ¹	
4th Grade Reading	10.0	6.6	3.4		
4th Grade Language	8.8	6.3	2.5		
5th Grade Math	9.0	8.9		0.1 ¹	
5th Grade Reading	11.1	5.5	5.6		
5th Grade Language	6.4	5.1	1.3		
6th Grade Math	14.6	7.2	7.4		
6th Grade Reading	3.3	4.3			-1.0
6th Grade Language	7.1	3.9	3.2		
7th Grade Math	*	6.0			
7th Grade Reading	*	3.1			
7th Grade Language	*	2.7			

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Flanner House Elementary School made an average gain of 9.4 points, compared to 10.1 points for the average IN student. These students were considered to have “stayed even” compared to the average IN student because their average gains were not different to a statistically significant degree.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. A notation of “*” indicates no growth data are reported because fewer than 10 students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Flanner House Elementary School

ACADEMIC PROGRESS OF STUDENTS

Flanner House Elementary School vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Flanner House Elementary School Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	11.6	13.9			-2.3
2nd Grade Reading	12.2	13.1		-0.9 ¹	
2nd Grade Language	8.7	14.1			-5.4
3rd Grade Math	9.4	10.9			-1.5
3rd Grade Reading	4.6	9.1			-4.5
3rd Grade Language	10.7	9.1	1.6		
4th Grade Math	9.6	8.8	0.8		
4th Grade Reading	10.0	6.5	3.5		
4th Grade Language	8.8	6.3	2.5		
5th Grade Math	9.0	8.7		0.3 ¹	
5th Grade Reading	11.1	5.4	5.7		
5th Grade Language	6.4	5.2	1.2		
6th Grade Math	14.6	7.2	7.4		
6th Grade Reading	3.3	4.3			-1.0
6th Grade Language	7.1	4.0	3.1		
7th Grade Math	*	6.0			
7th Grade Reading	*	3.4			
7th Grade Language	*	2.9			

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Flanner House Elementary School made an average gain of 11.6 points, compared to 13.9 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.3 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. A notation of “*” indicates no growth data are reported because fewer than 10 students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Flanner House Elementary School student's *future* MAP test score based on the gain he or

she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or

she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.

Flanner House Elementary School

J

STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
Math	40%	50%	64%	70%	83%	78%
Reading	62%	48%	54%	63%	55%	56%
Language	45%	61%	58%	50%	73%	78%

How to Read this Figure: The first row, as an example, under the 2nd grade column shows 40%. This means that at their current rate of progress, 40% of 2nd graders enrolled at Flanner House Elementary School for the 2005-06 school year are expected to be proficient in math in the spring of their 4th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. ■ For 7th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor's Office determined how well the school is

meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include "Does

Not Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

Flanner House Elementary School

K

CORE QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

Ratings from the Fourth Year Charter Review	Finding
1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Exceeds Standard
1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard

Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Flanner House Elementary," available online. ■ This report includes detailed explanations of the school's ratings.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Flanner House Elementary School

L

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

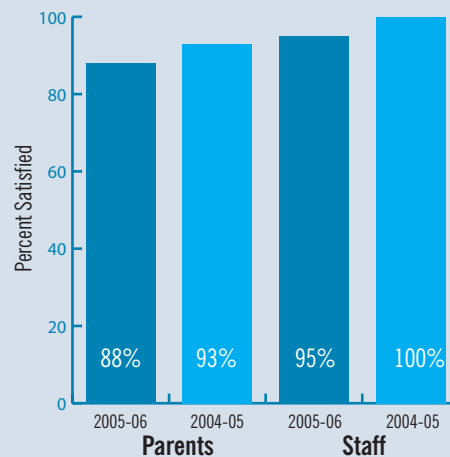
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school's response to the ISBA's findings was included in the official audit report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	Because of a recent change in the school's leadership structure, the Board has refocused its responsibilities and taken a more active role in governing the school. These changes appear to have enhanced the Board's ability to provide clear, consistent and competent stewardship.
Leadership	Teachers, parents, and the Board view the Director of Education as the school's organizational and academic leader, and her leadership has been integral in shaping and maintaining a unified educational culture at the school. In January, the school's administration was restructured, eliminating several positions, and making the Director of Education the school's primary leader. The leadership of the Director of Education and several key staff and Board members has helped to mitigate any adverse impact that reorganization might have had on teaching and learning. In fact, these changes have resulted in numerous improvements at the school.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Flanner House Elementary School

M

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Flanner House Elementary School

N

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	78%	74%
Return to the school next year	73%	79%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Flanner House Elementary School

O

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	74%
Quality of teaching/instruction	68%
Curriculum/academic program	75%
Individualized student attention	74%
Class size	82%
Services provided to special needs students ²	55%
Opportunities for parent participation	81%
School administration	62%
Faculty/teachers	74%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Flanner House Elementary School

P

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	80%
School improvement efforts are...	
Focused on student learning	95%
Based on research evidence	80%
The principal at this school...	
Tracks student progress	80%
Works directly with teachers	60%
Makes clear the expectations	85%
Communicates a clear vision	90%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. “Strongly agree” and “agree” responses are on a six-point scale (scale also includes “somewhat agree,” “somewhat disagree,” “disagree,” and “strongly disagree”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.”

Flanner House Elementary School

Q

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	41%
Write clearly and effectively?	47%
Analyze and solve math problems?	56%
Learn effectively on your own?	50%
Be a responsible community member?	53%
Respect people from different backgrounds?	35%
Think critically about ideas and problems?	41%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6–12 administered in spring 2006 by CELL. “Excellent job” responses are on a three-point scale (scale also includes “ok job” and “poor job”). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor's Office and an expert team from SchoolWorks determined how well

the school is meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include "Does Not Meet Standard," "Approaching Standard," "Meets Standard," and "Exceeds Standard."

Flanner House Elementary School

<div>R</div> <div>CORE QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?</div>	
Ratings from the Fourth Year Charter Review	Finding
2.1 Is the school in sound fiscal health?	Meets Standard
2.2 Are the school's student enrollment, attendance, and retention rates strong?	Approaching Standard
2.3 Is the school's board active and competent in its oversight?	Approaching Standard
2.4 Is there a high level of parent satisfaction with the school?	Exceeds Standard
2.5 Is the school administration strong in its academic and organizational leadership?	Meets Standard
Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Flanner House Elementary," available online. ■ This report includes detailed explanations of the school's ratings.	

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Flanner House Elementary School satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated

any significant concerns related to these obligations. During the second semester, the school’s administration was restructured and a new staff member was assigned to manage the compliance binder for the school. Due to this change, many documents were

not submitted in a timely manner to the Mayor’s Office, but the school has made proper and timely maintenance of the compliance binder a priority, and shown tremendous progress in this area since January 2006.

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, the Mayor’s Office and an expert team from SchoolWorks determined how well the school is

meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include “Does

Not Meet Standard,” “Approaching Standard,” and “Meets Standard.”

Flanner House Elementary School	
S	CORE QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?
Ratings from the Fourth Year Charter Review	Finding
3.1 Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard
3.2 Is the school’s physical plant safe and conducive to learning?	Meets Standard
3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4 Is the school fulfilling its legal obligations related to access and services to students with special needs?	Does Not Meet Standard
3.5 Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Applicable
Source: “Indianapolis Mayor’s Office Fourth Year Charter Review – Flanner House Elementary,” available online. ■ This report includes detailed explanations of the school’s ratings.	

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Flanner House Elementary School

<div>T</div> <div>EXPERT SITE VISIT TEAM'S KEY COMMENTS</div>	
Key Commendations	<ul style="list-style-type: none"> • The school has a high quality curriculum that is aligned with Indiana state academic standards. • The school uses a variety of teaching activities and modes of instruction to ensure that all students' learning needs are being met. • In 10 of the 13 classrooms visited, the site visit team noted student engagement at a rate of 90% or greater. • The school effectively uses learning standards and assessments to inform and improve instruction. Standardized and classroom assessments provide school staff with frequent, timely and varied feedback on student performance. The school has developed benchmarks that are aligned with student report cards and Indiana state academic standards. • The school's human resource systems have many sound aspects, including a rigorous hiring process and consistently implemented staff evaluation procedures. • The school's mission is acknowledged and shared by all stakeholders. The commitment to accomplishing the mission is evident in the implementation of many of the school's programs. • The school climate is conducive to student and staff success. Leadership and staff have purposefully designed an orderly and respectful climate with high behavioral expectations that establishes a clear culture for learning. • Another prominent factor that contributes to the positive learning culture is the close tie between the home and the school. Parents are well-informed about and understand their child's academic progress. There are active, timely, and relevant communications between the school and home, and parents are active participants in the education community.
Key Areas for Attention	<ul style="list-style-type: none"> • The school has not conducted a systematic review of the curriculum based on a perspective of student performance to determine if gaps exist in the curriculum. • It is likely that a systematic, school-wide analysis of documents and programs used to deliver instruction across grade levels and subject areas would help the school formalize its curriculum and identify skills or content areas that require greater attention. • A more rigorous system of instructional oversight with appropriate feedback would foster and support teacher and instructional development. The school should consider focusing instructional feedback on targeted areas for instructional improvement to enhance school-wide teaching practices and further improve student performance. • Targeted professional development based on an analysis of teaching and learning needs is not in place at the school. As the school identifies areas for improvement that are specific to curriculum implementation or instructional practices, professional development activities should be designed to support these initiatives.
<p>Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Flanner House Elementary," available online, based on expert site visit conducted by SchoolWorks.</p>	

FOURTH YEAR CHARTER REVIEW

For a school in its fourth year of operation, an expert team from SchoolWorks determined how well the school is meeting the standards in Question 4 of the Performance Framework based on a multi-day site visit. Possible ratings for this question include “Does Not Meet Standard,” “Approaching Standard,” and “Meets Standard.”

Flanner House Elementary School	
CORE QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?	
Ratings from the Fourth Year Charter Review	Finding
4.1 Does the school have a high-quality curriculum and supporting materials for each grade?	Approaching Standard
4.2 Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard
4.5 Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6 Is the school's mission clearly understood by all stakeholders?	Meets Standard
4.7 Is the school climate conducive to student and staff success?	Meets Standard
4.8 Is ongoing communication with students and parents clear and helpful?	Meets Standard
Source: "Indianapolis Mayor's Office Fourth Year Charter Review – Flanner House Elementary," available online. ■ This report includes detailed explanations of the school's ratings.	



GRADES SERVED IN 2005-06

PK-5

NUMBER OF STUDENTS
ENROLLED IN 2005-06

297

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Teachers at **Indianapolis**

Lighthouse Charter School

seek to **infuse** fine and
performing arts into rigorous
core academic courses and
engage students in learning
in a school culture that stresses
respect and safety.

INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

SUMMARY OF PERFORMANCE

Teachers at Indianapolis Lighthouse Charter School seek to infuse fine and performing arts into rigorous core academic courses and engage students in learning in a school culture that stresses respect and safety. The school also strives to involve parents and families in each student's education to help the students acquire the knowledge, skills, values and attitudes to be responsible citizens.

Indianapolis Lighthouse Charter School

A

ENROLLMENT AND DEMAND

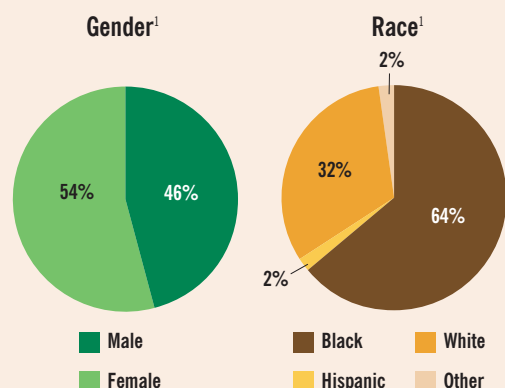
	2005-06	At Capacity
Grades served	PK-5	PK-12
Maximum possible enrollment, pursuant to charter	335	1060
Number of students enrolled ¹	297	N/A
Number of students on waiting list ²	76	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Indianapolis Lighthouse Charter School

B

STUDENT COMPOSITION



	Indianapolis Lighthouse Charter School
Free/Reduced-Price Lunch ¹	82%
Special Education ²	9%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

Indianapolis Lighthouse Charter School

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Indianapolis Lighthouse Charter School	95.6%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress and Public Law 221 category placements is not available for this school because it just completed its first year of operation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Though Indianapolis Lighthouse Charter School students took the state's ISTEP+ exam, they did so shortly after the school opened at the

beginning of the year. As a result, the school's results on the state test reflect the students' starting levels of academic achievement rather than the school's performance. Refer to the following section for measures of individual student growth over the course of the

2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

Indianapolis Lighthouse Charter School												
D	STUDENTS PASSING ISTEP+ TESTS											
	At the <i>Beginning</i> of the Fall Semester											
	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
3rd Graders			33%			26%			19%			
4th Graders			40%			50%			27%			
5th Graders			50%			40%			28%			28%
Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or that no students were in the applicable grade in this school at the time of testing.												

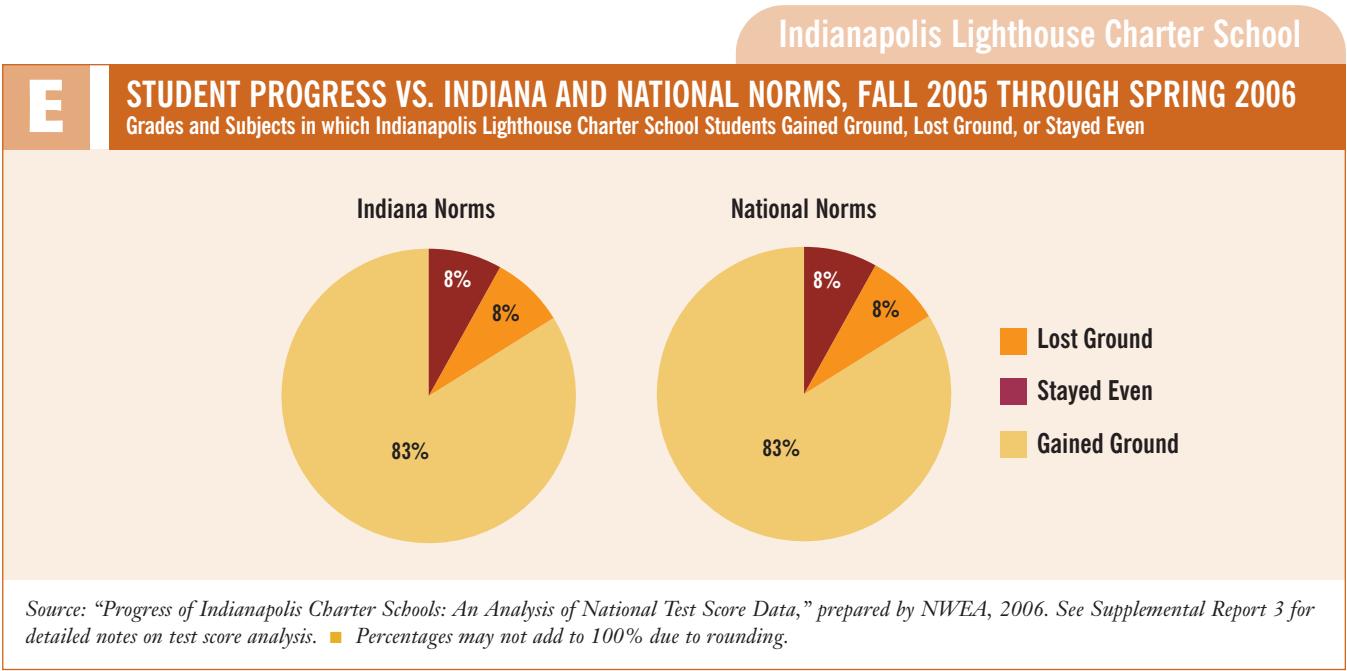
GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?
- Comparative Gains: How much did Indianapolis Lighthouse Charter School students improve relative to their peers?**
- NWEA compared the average gains of students at Indianapolis Lighthouse Charter School with those of students across Indiana (■ CHART F) and the US (■ CHART G). The figures show where Indianapolis Lighthouse Charter

School students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Indianapolis Lighthouse Charter School students gained ground relative to their Indiana peers in 10 out of 12 (83%) grades and subjects (■ CHART E). They gained ground relative to their national peers in 10 out of 12 (83%) grades and subjects (■ CHART E).



Indianapolis Lighthouse Charter School

F

ACADEMIC PROGRESS OF STUDENTS

Indianapolis Lighthouse Charter School vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Lighthouse Charter School Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	17.9	14.0	3.9	0.8 ¹	-1.0
2nd Grade Reading	17.4	13.3	4.1		
2nd Grade Language	14.6	13.8			
3rd Grade Math	9.1	10.1			
3rd Grade Reading	10.2	8.5	1.7		
3rd Grade Language	10.7	8.5	2.2		
4th Grade Math	13.2	9.1	4.1		
4th Grade Reading	9.4	6.6	2.8		
4th Grade Language	11.6	6.3	5.3		
5th Grade Math	11.0	8.9	2.1		
5th Grade Reading	8.4	5.5	2.9		
5th Grade Language	7.9	5.1	2.8		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Indianapolis Lighthouse Charter School made an average gain of 9.1 points, compared to 10.1 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 1.0 point lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Indianapolis Lighthouse Charter School

G

ACADEMIC PROGRESS OF STUDENTS

Indianapolis Lighthouse Charter School vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Lighthouse Charter School Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	17.9	13.9	4.0	0.5 ¹	-1.8
2nd Grade Reading	17.4	13.1	4.3		
2nd Grade Language	14.6	14.1			
3rd Grade Math	9.1	10.9			
3rd Grade Reading	10.2	9.1	1.1		
3rd Grade Language	10.7	9.1	1.6		
4th Grade Math	13.2	8.8	4.4		
4th Grade Reading	9.4	6.5	2.9		
4th Grade Language	11.6	6.3	5.3		
5th Grade Math	11.0	8.7	2.3		
5th Grade Reading	8.4	5.4	3.0		
5th Grade Language	7.9	5.2	2.7		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Indianapolis Lighthouse Charter School made an average gain of 17.9 points, compared to 13.9 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 4.0 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Indianapolis Lighthouse Charter School student's future MAP test score based on the gain

he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following

fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART H** displays the results.

Indianapolis Lighthouse Charter School

H

STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade
Math	82%	43%	83%	75%
Reading	71%	52%	70%	76%
Language	64%	63%	73%	75%

How to Read this Figure: The first row, as an example, under the 2nd grade column shows 82%. This means that at their current rate of progress, 82% of 2nd graders enrolled at Indianapolis Lighthouse Charter School for the 2005-06 school year are expected to be proficient in math in the spring of their 4th grade year, and able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by NWEA, 2006. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Lighthouse Charter School

I

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

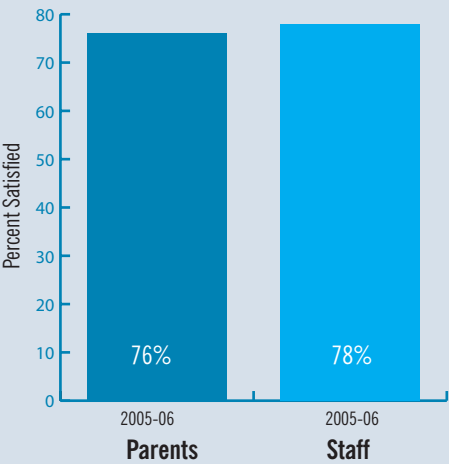
	Findings
Fiscal Health	The school is in sound fiscal health due to the support and management of Lighthouse Academies, the school's charter management organization.
Board Governance	The school is served by two boards, the Lighthouse Academies of Indiana governing Board and a local advisory board. The Lighthouse Academies of Indiana Board met regularly throughout the school year and provided valuable support to the school's leadership team. The local advisory board met only twice during the 2005-06 school year. In 2006-07, the local advisory board should make it a priority to meet more often.
Leadership	Lighthouse Academies provides essential leadership, resources and expertise to the school which has allowed the school to have a successful first year of operation. During the school year, the school demonstrated significant improvements related to communication among teachers and the administration.

PARENT AND STAFF SURVEY RESULTS

Indianapolis Lighthouse Charter School

J

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, “satisfied” includes “very satisfied” and “somewhat satisfied” responses. For the staff surveys, “satisfied” includes “very satisfied,” “satisfied” and “somewhat satisfied” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Lighthouse Charter School

K

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	72%	48%
Return to the school next year	73%	70%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Lighthouse Charter School

L

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	72%
Quality of teaching/instruction	75%
Curriculum/academic program	59%
Individualized student attention	73%
Class size	67%
Services provided to special needs students ²	52%
Opportunities for parent participation	59%
School administration	45%
Faculty/teachers	77%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. "Very satisfied" and "moderately satisfied" responses are on a five-point scale (scale also includes "satisfied," "moderately dissatisfied," and "very dissatisfied"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor." ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Indianapolis Lighthouse Charter School

M

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	66%
School improvement efforts are...	
Focused on student learning	63%
Based on research evidence	52%
The principal at this school...	
Tracks student progress	61%
Works directly with teachers	44%
Makes clear the expectations	43%
Communicates a clear vision	47%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Lighthouse Charter School satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to

students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these

obligations. In 2005-06, compliance documents were consistently submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Lighthouse Charter School

N	EXPERT SITE VISIT TEAM’S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • Constituents report that they know the school’s mission and are particularly supportive of the focus on the arts and integration of arts into the academic program. • Teachers report that access to the school’s administration and communication improved in spring 2006 because more staff members were dedicated to administrative issues and tasks. • The school engages in continuous improvement, identifying needs and making appropriate changes. • The school has a well-developed curriculum that includes the use of the Core Knowledge curriculum, Full Option Science System science kits, Saxon Math, and Open Court reading. Teachers report satisfaction with the curriculum. • Student work samples demonstrate that the school has an explicit, consistent process for writing. • The school provides opportunities for students to be leaders. For example, students serve as mediators to solve disagreements and as mentors in lower grade level classrooms.
Key Areas for Attention	<ul style="list-style-type: none"> • Teachers report that they need professional development on differentiating instruction for students with different skill levels and infusing the arts into the curriculum in ways that increase learning. • The school should continue to provide training for teachers and develop processes to ensure that all staff use student assessment data to inform instructional decisions. • Teachers report different experiences related to the school’s teacher evaluation process. Administrators describe a well-developed system and should ensure its full and timely implementation. • Some students note the lack of an art teacher, and teachers express the need for an art teacher to help them develop and implement the arts-infused curriculum. • A number of teachers report that it has been a challenge to implement all of the new curricular programs. The school should monitor and provide needed professional development to ensure consistent, high-level implementation of the school’s academic programs.



GRADES SERVED IN 2005-06

9-10

NUMBER OF STUDENTS
ENROLLED IN 2005-06

88

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

Through its small size,
**Indianapolis Metropolitan
Career Academy #1** attempts
to ensure that every student has
genuine, individualized
relationships with teachers and
other adults, and that every
student becomes a
self-directed learner.

INDIANAPOLIS METROPOLITAN CAREER ACADEMY #1

SUMMARY OF PERFORMANCE

Through its small size, Indianapolis Metropolitan Career Academy #1 attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner. The school's goal is to provide a unique, personalized education for students working toward a high school diploma.

Indianapolis Metropolitan Career Academy #1

A ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	9-10	9-12
Maximum possible enrollment, pursuant to charter	120	240
Number of students enrolled ¹	88	N/A
Number of students on waiting list ²	7	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Indianapolis Metropolitan Career Academy #1

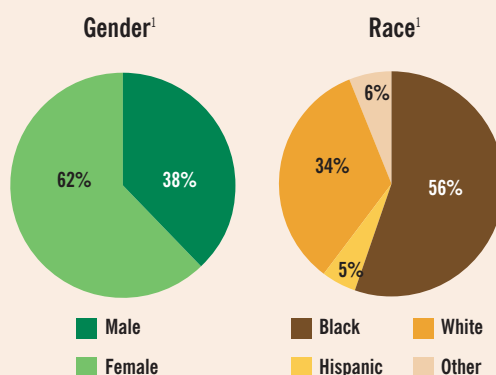
C ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Indianapolis Metropolitan Career Academy #1	89.7%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

Indianapolis Metropolitan Career Academy #1

B STUDENT COMPOSITION



	Indianapolis Metropolitan Career Academy #1
Free/Reduced-Price Lunch ¹	75%
Special Education ²	15%
Limited English Proficiency ³	1%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Indianapolis Metropolitan Career Academy #1

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	Yes	No	No	No

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. ■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Indianapolis Metropolitan Career Academy #1

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated a decrease of 14.7% in ISTEP+ pass rates from its baseline pass rate of 38.8% to receive an Academic Probation placement.

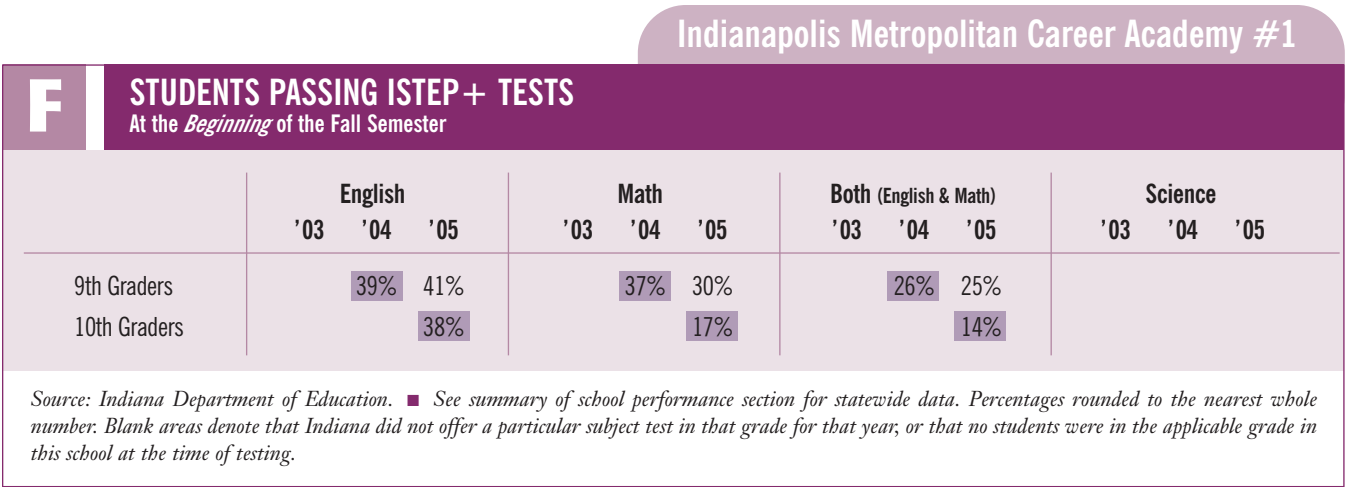
Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Indianapolis Metropolitan Career Academy #1. ■ **CHART F** shows how a particular grade performed over time (e.g., the purple boxes show how 9th

graders in 2004 performed in 2005 as 10th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual

student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.



GROWTH IN TEST SCORES OVER TIME

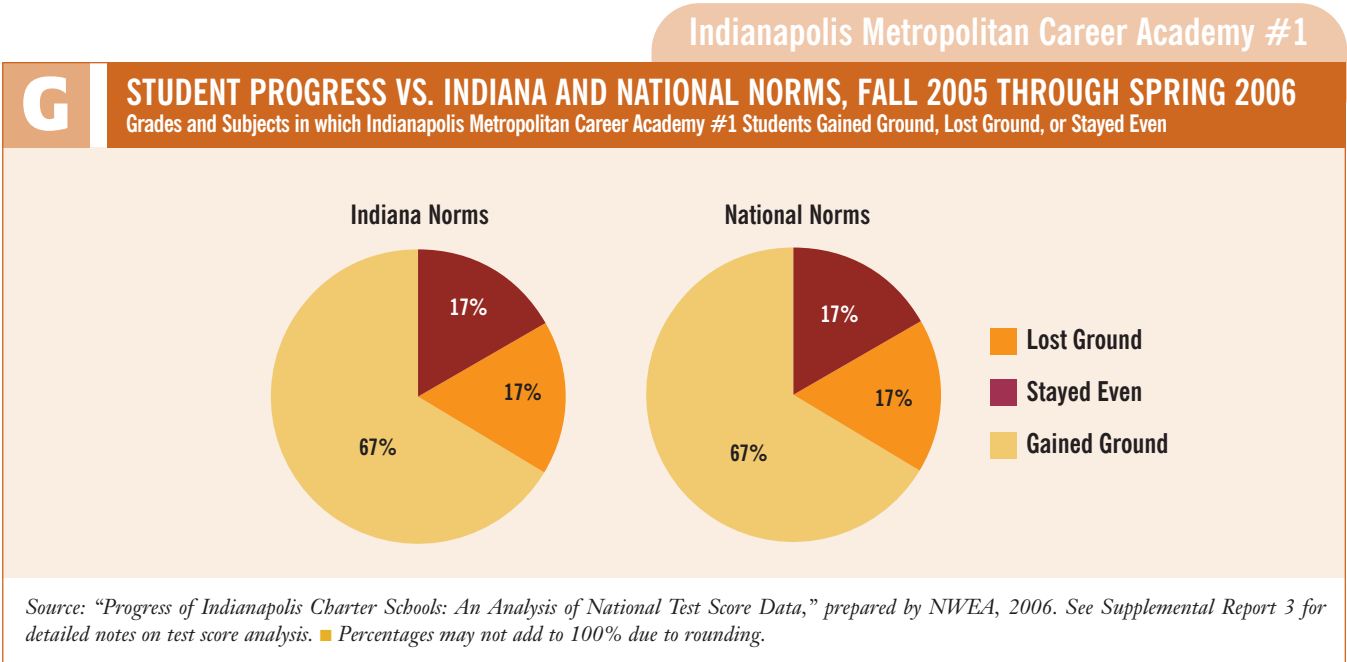
Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2005-06 academic year. Because NWEA does not publish proficiency levels for high

school grades, it was not possible for NWEA to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

Comparative Gains: How much did Indianapolis Metropolitan Career Academy #1 students improve relative to their peers?

NWEA compared the average gains of students at Indianapolis Metropolitan Career Academy #1 with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures

show where Indianapolis Metropolitan Career Academy #1 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Indianapolis Metropolitan Career Academy #1 students gained ground relative to their Indiana peers in 4 out of 6 (67%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 4 out of 6 (67%) grades and subjects (■ CHART G).



Indianapolis Metropolitan Career Academy #1



ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	1.1	2.9			-1.8
9th Grade Reading	10.2	1.5	8.7		
9th Grade Language	5.6	1.4	4.2		
10th Grade Math	3.3	2.6		0.7 ¹	
10th Grade Reading	2.7	0.6	2.1		
10th Grade Language	4.9	0.9	4.0		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at Indianapolis Metropolitan Career Academy #1 made an average gain of 3.3 points, compared to 2.6 points for the average IN student. These students were considered to have “stayed even” compared to the average IN student because their average gains were not different to a statistically significant degree.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Indianapolis Metropolitan Career Academy #1



ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	1.1	3.2			-2.1
9th Grade Reading	10.2	1.6	8.6		
9th Grade Language	5.6	1.4	4.2		
10th Grade Math	3.3	2.8		0.5 ¹	
10th Grade Reading	2.7	0.8	1.9		
10th Grade Language	4.9	1.1	3.8		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #1 made an average gain of 1.1 points, compared to 3.2 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.1 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Metropolitan Career Academy #1

J

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

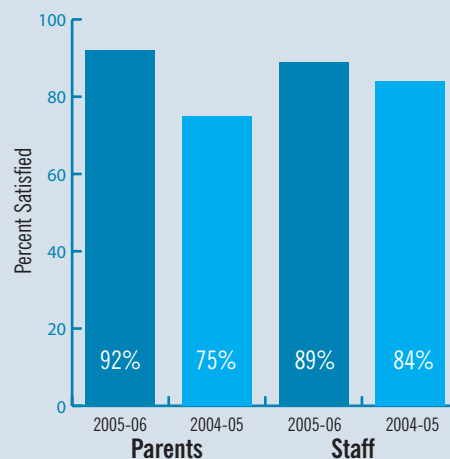
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school's response to the ISBA's findings was included in the official audit report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The school has a very strong Board with members who provide valuable expertise and knowledge to the school. During meetings, the Board engages in detailed discussion to help the school resolve challenges and supports the school's leadership team in decision-making.
Leadership	The school's organizational structure allows individuals to focus attention on their areas of expertise and provides the school with excellent leadership. Goodwill Industries of Central Indiana continues to provide valuable, competent administrative support to the school which allows the school to focus on academic issues. A recent change in the school's leadership structure provides the school with a building principal and a curriculum coordinator, which should provide consistency in the school's environment and allow for focused, intentional development of the school's curriculum and academic program.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Indianapolis Metropolitan Career Academy #1

K

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Metropolitan Career Academy #1

L

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	85%	38%
Return to the school next year	92%	71%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Metropolitan Career Academy #1

M

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	68%
Quality of teaching/instruction	80%
Curriculum/academic program	73%
Individualized student attention	85%
Class size	81%
Services provided to special needs students ²	75%
Opportunities for parent participation	81%
School administration	72%
Faculty/teachers	69%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Indianapolis Metropolitan Career Academy #1

N

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	50%
School improvement efforts are...	
Focused on student learning	88%
Based on research evidence	43%
The principal at this school...	
Tracks student progress	38%
Works directly with teachers	38%
Makes clear the expectations	57%
Communicates a clear vision	57%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

Indianapolis Metropolitan Career Academy #1

O

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	30%
Write clearly and effectively?	40%
Analyze and solve math problems?	30%
Learn effectively on your own?	44%
Be a responsible community member?	37%
Respect people from different backgrounds?	58%
Think critically about ideas and problems?	53%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Metropolitan Career Academy #1 satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across

Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Although the school was late in

submitting its Title I, Part A application to the Indiana Department of Education, compliance documents were consistently submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Metropolitan Career Academy #1

P

EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations

- The school has developed strong, exemplary strategic partnerships that enhance student learning.
- The school has been innovative in providing a curriculum based on the Big Picture Company learning model that is responsive to individual student learning needs.
- The school has made and implemented plans to ensure an effective curriculum in core areas such as mathematics, science, writing and reading.
- The school has successfully implemented the Big Picture learning model: advisories (i.e. classes) are well-executed; approximately 75% of students were in internships at the time of the spring site visit; all students participate in exhibitions; all students who were interviewed were articulate about their learning plans and goals; and several students have completed at least one college course.
- The school's Chief Operating Officer has a strong orientation toward data-driven processes and continuous improvement, and was articulate about student achievement and other data used to inform academic decisions.
- Individual advisors (i.e. teachers) describe different processes for monitoring student attainment of Indiana state academic standards.
- Students, staff and parents report that the school provides guidance and support to prepare students for post-secondary options, including a college counselor, discussions regarding post-secondary education options and college visits.

Key Areas for Attention

- The school should make explicit the process and documentation it will maintain to ensure students master Indiana state academic standards and that the various learning experiences correspond to course credits, a CORE 40 diploma, and college readiness.
- The team observed, and advisors and students described, wide variations related to expectations and rigor of the learning plans, internship goals and work, and independent project-based and teacher-led work.
- The school should consider consistent school-wide behavior guidelines across advisories (and across the two Indianapolis Metropolitan Career Academy schools) for frequently occurring issues. The staff might identify issues that require a school-wide response and issues that could be left to individual advisors.
- The school should develop and implement an explicit process for evaluating teachers and identifying professional development needs that align with student learning needs.
- Some students were not articulate about the requirements and processes associated with the personal narrative, portfolio, Gateway exhibitions, and transcripts. The school needs to continue to develop the processes, criteria and rubrics for these Big Picture Company learning model components and share the information with students and parents.
- The school should have criteria and a process for ensuring that students are ready for their internships and that internships are progressively more rigorous.



GRADES SERVED IN 2005-06

9-10

NUMBER OF STUDENTS
ENROLLED IN 2005-06

86

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

**Indianapolis Metropolitan
Career Academy #2 is
committed** to educating
“one student at a time” in a
small school community and
providing **relevant**
real world **experiences** to
students through internship
opportunities every week.

INDIANAPOLIS METROPOLITAN CAREER ACADEMY #2

SUMMARY OF PERFORMANCE

Indianapolis Metropolitan Career Academy #2 is committed to educating “one student at a time” in a small school community and providing relevant real world experiences to students through internship opportunities every week. The school attempts to help students develop strong connections to teachers and other adults to assist them in their pursuit of a high school diploma.

Indianapolis Metropolitan Career Academy #2

A ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	9-10	9-12
Maximum possible enrollment, pursuant to charter	120	240
Number of students enrolled ¹	86	N/A
Number of students on waiting list ²	7	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes “Not Applicable.” A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Indianapolis Metropolitan Career Academy #2

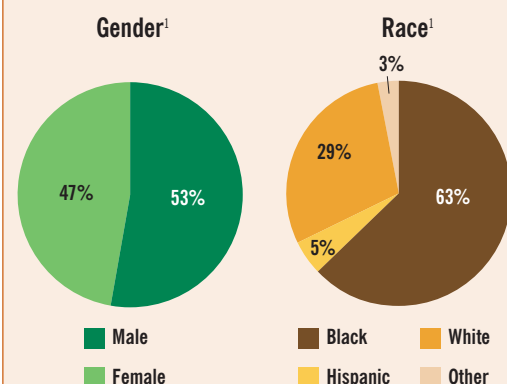
C ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Indianapolis Metropolitan Career Academy #2	91.4%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

Source: Indiana Department of Education website, preliminary figures.

Indianapolis Metropolitan Career Academy #2

B STUDENT COMPOSITION



	Indianapolis Metropolitan Career Academy #2
Free/Reduced-Price Lunch ¹	67%
Special Education ²	17%
Limited English Proficiency ³	4%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Indianapolis Metropolitan Career Academy #2

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	No	No	No	Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. ■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Indianapolis Metropolitan Career Academy #2

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Commendable Progress

The school demonstrated improvement of 5.4% in ISTEP+ pass rates from its baseline pass rate of 40% to receive a Commendable Progress placement.

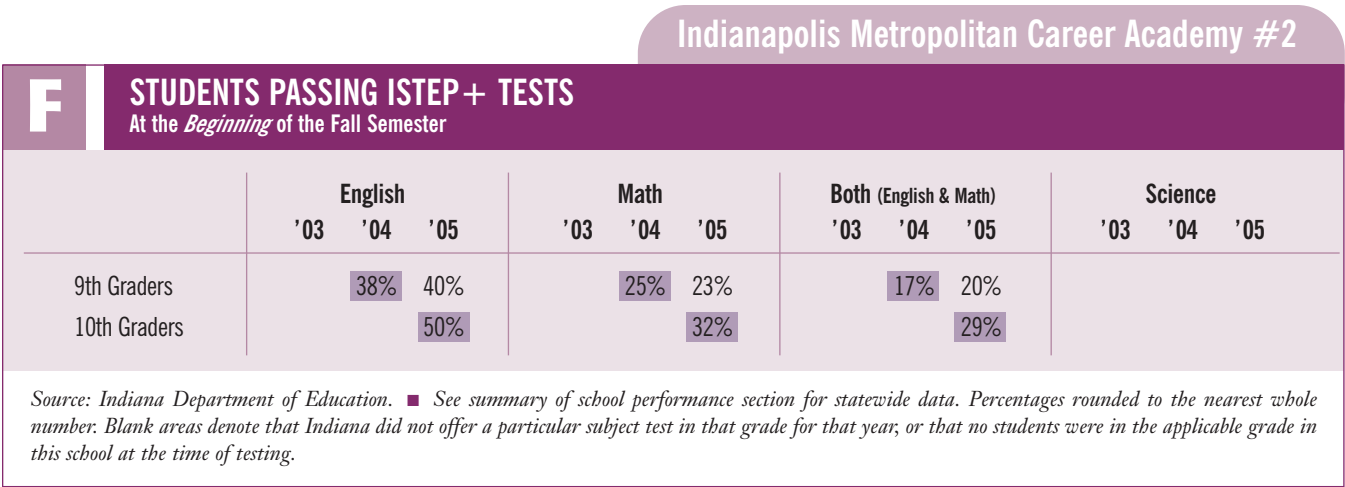
Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Indianapolis Metropolitan Career Academy #2. ■ **CHART F** shows how a particular grade performed over time (e.g., the purple boxes show how 9th

graders in 2004 performed in 2005 as 10th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual

student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.



GROWTH IN TEST SCORES OVER TIME

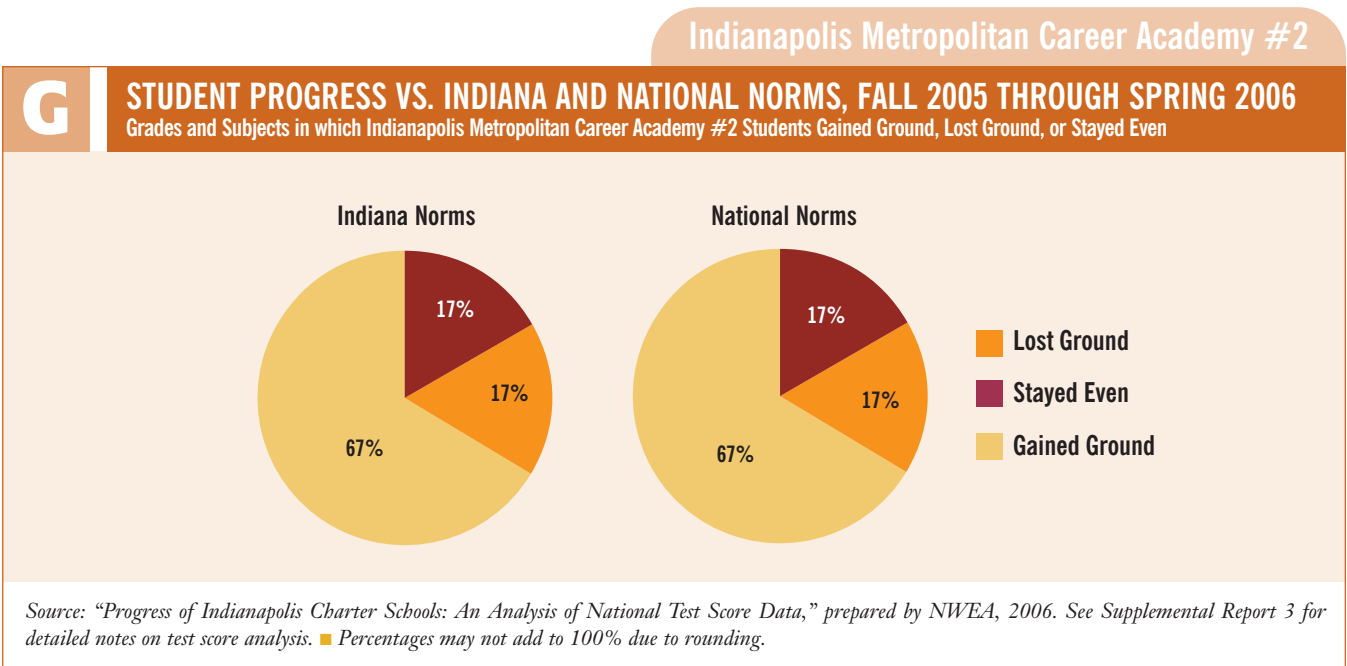
Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2005-06 academic year. Because NWEA does not publish proficiency levels for high

school grades, it was not possible for NWEA to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

Comparative Gains: How much did Indianapolis Metropolitan Career Academy #2 students improve relative to their peers?

NWEA compared the average gains of students at Indianapolis Metropolitan Career Academy #2 with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures

show where Indianapolis Metropolitan Career Academy #2 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Indianapolis Metropolitan Career Academy #2 students gained ground relative to their Indiana peers in 4 out of 6 (67%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 4 out of 6 (67%) grades and subjects (■ CHART G).



Indianapolis Metropolitan Career Academy #2



ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	1.4	2.9			-1.5
9th Grade Reading	9.2	1.5	7.7		
9th Grade Language	4.4	1.4	3.0		
10th Grade Math	3.8	2.6	1.2		
10th Grade Reading	4.2	0.6	3.6		
10th Grade Language	1.5	0.9		0.6 ¹	

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 10th grade math. The numbers in that row show that 10th grade students at Indianapolis Metropolitan Career Academy #2 made an average gain of 3.8 points, compared to 2.6 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 1.2 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Indianapolis Metropolitan Career Academy #2



ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. National Norms (US), Fall 2005 Through Spring 2006

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	1.4	3.2			-1.8
9th Grade Reading	9.2	1.6	7.6		
9th Grade Language	4.4	1.4	3.0		
10th Grade Math	3.8	2.8	1.0		
10th Grade Reading	4.2	0.8	3.4		
10th Grade Language	1.5	1.1		0.4 ¹	

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #2 made an average gain of 1.4 points, compared to 3.2 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 1.8 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Indianapolis Metropolitan Career Academy #2

J

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

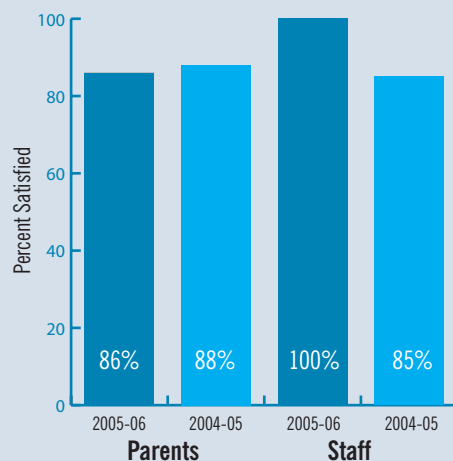
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school's response to the ISBA's findings was included in the official audit report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	The school has a very strong Board with members who provide valuable expertise and knowledge to the school. During meetings, the Board engages in detailed discussion to help the school resolve challenges and support the school's leadership team in decision-making.
Leadership	The school's organizational structure allows individuals to focus attention on their areas of expertise and provides the school with excellent leadership. Goodwill Industries of Central Indiana continues to provide valuable, competent administrative support to the school which allows the school to focus on academic issues. A recent change in the school's leadership structure provides the school with a building principal and a curriculum coordinator, which should provide consistency in the school's environment and allow for focused, intentional development of the school's curriculum and academic program.

PARENT, STAFF AND STUDENT SURVEY RESULTS

Indianapolis Metropolitan Career Academy #2

K

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Metropolitan Career Academy #2

L

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	78%	100%
Return to the school next year	83%	100%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Indianapolis Metropolitan Career Academy #2

M

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	64%
Quality of teaching/instruction	78%
Curriculum/academic program	69%
Individualized student attention	92%
Class size	89%
Services provided to special needs students ²	55%
Opportunities for parent participation	76%
School administration	81%
Faculty/teachers	84%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. “Very satisfied” and “moderately satisfied” responses are on a five-point scale (scale also includes “satisfied,” “moderately dissatisfied,” and “very dissatisfied”). Calculations do not include missing and “don’t know” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include “very good” and “excellent” responses on a five-point scale which also included “good,” “fair,” and “poor.” ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Indianapolis Metropolitan Career Academy #2

N

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	80%
School improvement efforts are...	
Focused on student learning	100%
Based on research evidence	100%
The principal at this school...	
Tracks student progress	90%
Works directly with teachers	90%
Makes clear the expectations	100%
Communicates a clear vision	100%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

Indianapolis Metropolitan Career Academy #2

O

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	40%
Write clearly and effectively?	47%
Analyze and solve math problems?	40%
Learn effectively on your own?	42%
Be a responsible community member?	40%
Respect people from different backgrounds?	47%
Think critically about ideas and problems?	47%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Metropolitan Career Academy #2 satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing

access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related

to these obligations. In 2005-06, compliance documents were consistently submitted in a timely manner.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Indianapolis Metropolitan Career Academy #2

P

EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations

- The school has developed strong, exemplary strategic partnerships that enhance student learning.
- The school has successfully implemented the Big Picture Company learning model. In particular, the school has placed the majority of students (86%) into internships, and has implemented advisories (i.e. classes) successfully.
- All students who were interviewed were articulate about their learning plans and goals, and several students have completed at least one college course.
- The school's Chief Operating Officer has a strong orientation toward data-driven processes and continuous improvement, and was articulate about student achievement and other data used to inform academic decisions.
- The school offers a variety of learning opportunities, including differentiated small group work, tutoring, one-on-one work with advisors (i.e. teachers), on-line courses, and college course work.
- All constituents report that the school has an exemplary hiring process that involves administrators, advisors, and parents.

Key Areas for Attention

- Based on needs identified by the internship coordinator, the school should consider developing guidelines for each step of the internship process and clarifying the roles and responsibilities for students, advisors, and the internship coordinator.
- The team observed, and advisors and students described, wide variations related to expectations and rigor of the students' learning plans, internship goals and work, and independent project-based and teacher-led work.
- The school should provide students and parents with adequate information relevant to their academic decision-making, such as how the school's learning components cover Indiana state academic standards and correspond to course credits, a Core 40 diploma, and college readiness.
- The school should develop and implement an explicit process for evaluating teachers and identifying professional development needs that align with student learning needs.
- The school should consider consistent school-wide behavior guidelines across advisories (and across the two Indianapolis Metropolitan Career Academy schools) for frequently occurring issues. The staff might identify issues that require a school-wide response and issues that could be left to individual advisors.



GRADES SERVED IN 2005-06

5-6

NUMBER OF STUDENTS
ENROLLED IN 2005-06

167

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

**KIPP Indianapolis College
Preparatory's mission is to
strengthen** the character,
knowledge, and academic
skills of its students,
empowering them to
make decisions that ensure
SUCCESS in college.

KIPP INDIANAPOLIS COLLEGE PREPARATORY

SUMMARY OF PERFORMANCE

KIPP Indianapolis College Preparatory's mission is to strengthen the character, knowledge, and academic skills of its students, empowering them to make decisions that ensure success in college. The school was founded on the principles of high expectations, choice and commitment, more time, power to lead and focus on results.

KIPP Indianapolis College Preparatory

A

ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	5-6	5-8
Maximum possible enrollment, pursuant to charter	160	320
Number of students enrolled ¹	167	N/A
Number of students on waiting list ²	21	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

KIPP Indianapolis College Preparatory

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
KIPP Indianapolis College Preparatory	98.0%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

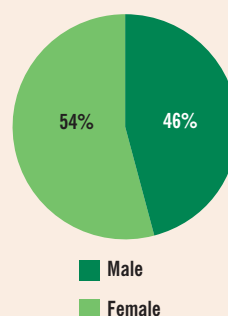
Source: Indiana Department of Education website, preliminary figures.

KIPP Indianapolis College Preparatory

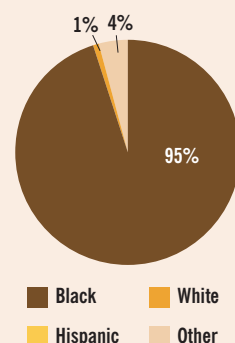
B

STUDENT COMPOSITION

Gender¹



Race¹



KIPP Indianapolis College Preparatory

Free/Reduced-Price Lunch ¹	93%
Special Education ²	10%
Limited English Proficiency ³	0%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

KIPP Indianapolis College Preparatory

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	No	No	Yes	Yes
Black	No	No		No
Free/reduced lunch	No	No		No

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. Attendance Rate determination is only made for "All Students," not for subgroups.

■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

KIPP Indianapolis College Preparatory

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Commendable Progress

The school demonstrated improvement of 13.6% in ISTEP+ pass rates from its baseline pass rate of 39.4%. Schools with a baseline pass rate less than 40% can receive no higher than a Commendable Progress placement.

Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at KIPP Indianapolis College Preparatory. ■ **CHART F** shows how a particular grade performed over time (e.g., the blue boxes show how 5th graders in

2004 performed in 2005 as 6th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the

course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.

KIPP Indianapolis College Preparatory												
F	STUDENTS PASSING ISTEP+ TESTS											
	At the <i>Beginning</i> of the Fall Semester											
	English			Math			Both (English & Math)			Science		
	'03	'04	'05	'03	'04	'05	'03	'04	'05	'03	'04	'05
5th Graders		22%	46%		31%	47%		19%	34%		12%	13%
6th Graders			37%			42%			25%			
Source: Indiana Department of Education. ■ See summary of school performance section for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or that no students were in the applicable grade in this school at the time of testing.												

GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

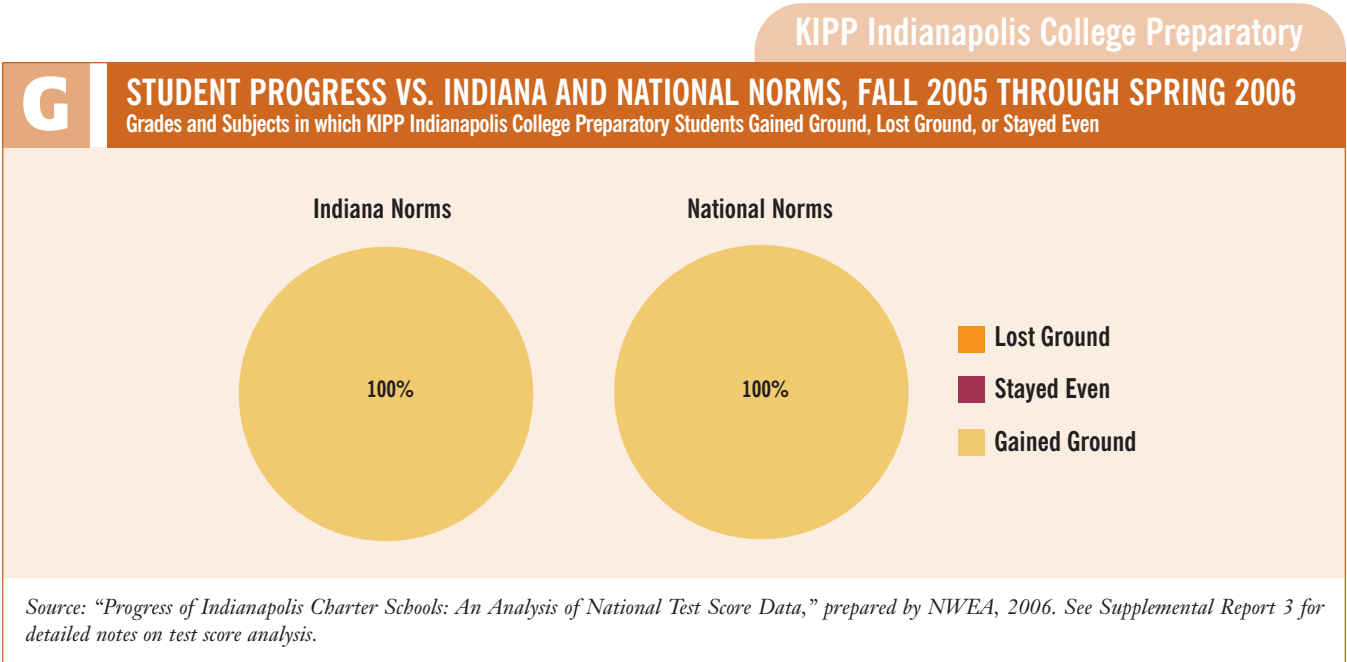
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did KIPP Indianapolis College Preparatory students improve relative to their peers?

NWEA compared the average gains of students at KIPP Indianapolis College Preparatory with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where KIPP Indianapolis College

Preparatory students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, KIPP Indianapolis College Preparatory students gained ground relative to their Indiana peers in 6 out of 6 (100%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 6 out of 6 (100%) grades and subjects (■ CHART G).



KIPP Indianapolis College Preparatory



ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Grade/Subject	KIPP Indianapolis College Preparatory Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	14.7	8.9	5.8		
5th Grade Reading	15.3	5.5	9.8		
5th Grade Language	9.8	5.1	4.7		
6th Grade Math	10.9	7.2	3.7		
6th Grade Reading	14.0	4.3	9.7		
6th Grade Language	10.5	3.9	6.6		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 6th grade math. The numbers in that row show that 6th grade students at KIPP Indianapolis College Preparatory made an average gain of 10.9 points, compared to 7.2 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 3.7 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis.

KIPP Indianapolis College Preparatory



ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. National Norms (US), Fall 2005 Through Spring 2006

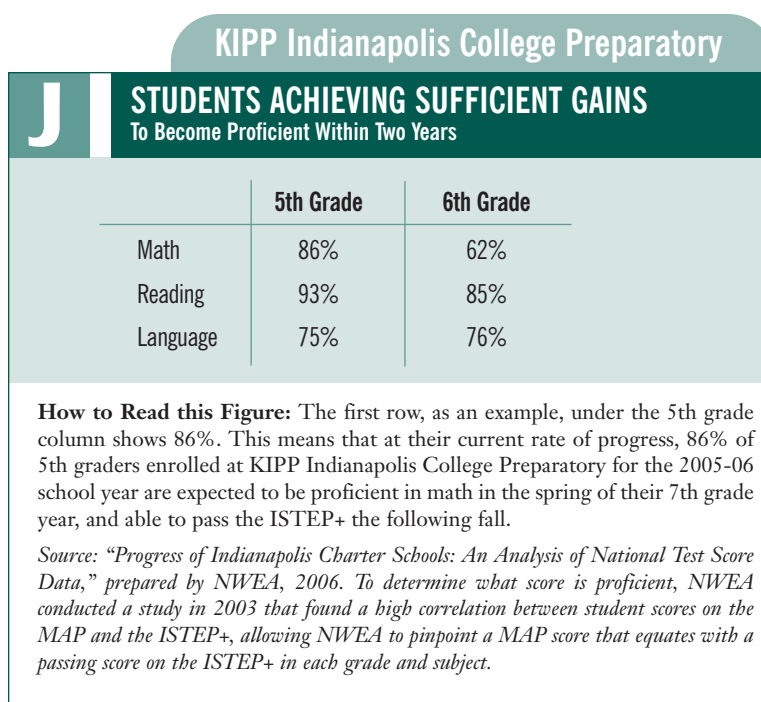
Grade/Subject	KIPP Indianapolis College Preparatory Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	14.7	8.7	6.0		
5th Grade Reading	15.3	5.4	9.9		
5th Grade Language	9.8	5.2	4.6		
6th Grade Math	10.9	7.2	3.7		
6th Grade Reading	14.0	4.3	9.7		
6th Grade Language	10.5	4.0	6.5		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at KIPP Indianapolis College Preparatory made an average gain of 14.7 points, compared to 8.7 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 6.0 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each KIPP Indianapolis College Preparatory student's future MAP test score based on the gain he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.



IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

KIPP Indianapolis College Preparatory

K **EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

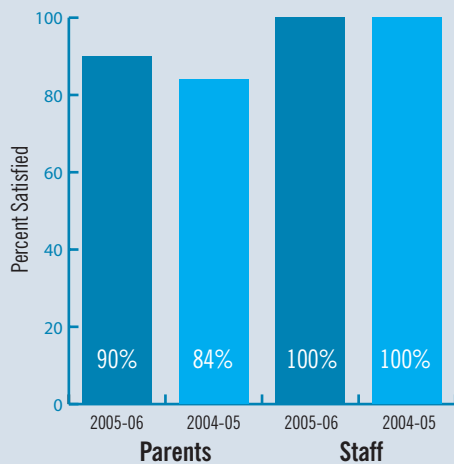
	Findings
Fiscal Health	During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school did not respond to the ISBA's findings in time for a response to be included in the official report. The report outlined several findings, including the fact that neither Board meeting minutes nor public records related to financial transactions were available for auditors to review, and that the school did not timely obtain an official bond for its school treasurer. In addition, the audit found several issues related to the school's credit card usage. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings. In 2005-06, the school contracted with an outside bookkeeper to assist the school in establishing better financial management systems that comply with the ISBA's regulations and requirements.
Board Governance	The Board is commended for its support, involvement and commitment to the school, especially related to sustainability and fundraising. The Board has been successfully involved in the development of the school's partnership with Indianapolis Public Schools (IPS) to share a facility and serve as a model for two IPS middle schools in 2006-07, a partnership which is believed to be the first of its kind between a charter school and traditional district school.
Leadership	The school leader has developed a clear vision for the school that is focused on providing an excellent education to students and has provided strong leadership for the school's establishment. In particular, the school leader has been instrumental in developing the school's partnership with IPS for the 2006-07 school year. The school leader is committed to the KIPP model and dedicated to mentoring the IPS principals and teachers. However, throughout 2005-06, the school experienced some turnover in staff, which led to difficulties in fulfilling compliance requirements.

PARENT, STAFF AND STUDENT SURVEY RESULTS

KIPP Indianapolis College Preparatory

L

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, "satisfied" includes "very satisfied" and "somewhat satisfied" responses. For the staff surveys, "satisfied" includes "very satisfied," "satisfied" and "somewhat satisfied" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

KIPP Indianapolis College Preparatory

N

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	83%
Quality of teaching/instruction	84%
Curriculum/academic program	77%
Individualized student attention	78%
Class size	74%
Services provided to special needs students ²	61%
Opportunities for parent participation	73%
School administration	76%
Faculty/teachers	77%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. "Very satisfied" and "moderately satisfied" responses are on a five-point scale (scale also includes "satisfied," "moderately dissatisfied," and "very dissatisfied"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor." ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

KIPP Indianapolis College Preparatory

M

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	89%	77%
Return to the school next year	86%	89%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

KIPP Indianapolis College Preparatory

O

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	89%
School improvement efforts are...	
Focused on student learning	89%
Based on research evidence	66%
The principal at this school...	
Tracks student progress	44%
Works directly with teachers	33%
Makes clear the expectations	100%
Communicates a clear vision	100%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

KIPP Indianapolis College Preparatory

P

STUDENT EVALUATION

Responses of Excellent Job on Select Topics

	Students
How well do you think your school has taught you to...	
Be a good reader?	50%
Write clearly and effectively?	45%
Analyze and solve math problems?	55%
Learn effectively on your own?	41%
Be a responsible community member?	48%
Respect people from different backgrounds?	37%
Think critically about ideas and problems?	30%

Source: All results are from confidential surveys of Mayor-sponsored charter school students in grades 6-12 administered in spring 2006 by CELL. "Excellent job" responses are on a three-point scale (scale also includes "ok job" and "poor job"). See Supplemental Report 3 for detailed notes on survey protocol and analysis.

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

KIPP Indianapolis College Preparatory satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to this obligation. However, the school had some difficulty satisfying its reporting and compliance obligations to the Mayor's Office, the Indiana Department of Education and other regulatory agencies during the school year. The school was late in submitting

its Title I application and a signed hard copy of the September 2005 DOE Student Residence report to the Indiana Department of Education. The school submitted its school calendar to the Virtual Special Education Cooperative (VSEC) one month late during the school year. In addition, the school submitted its Maintenance of Fiscal Effort report to the VSEC two weeks late, and did so only after several reminders from the VSEC and Mayor's Office. Throughout the 2005-06 school year, the compliance binder responsibilities were handled by two

different staff members and documents were not always submitted in a timely manner. The school must recognize the importance of satisfying these reporting requirements, and make complying with these obligations a priority for the 2006-07 school year. In order to do this, the school may consider developing better systems that ensure timely and accurate reporting to regulatory agencies.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

KIPP Indianapolis College Preparatory

Q	EXPERT SITE VISIT TEAM'S KEY COMMENTS
Key Commendations	<ul style="list-style-type: none"> • The school has made a good start in developing maps to align the curriculum across grade levels and subject areas, and to identify existing gaps in the curriculum. • All constituents agree the school provides a student-centered culture that is caring and ensures support for students. Staff, students and parents also agree that the school focuses on KIPP's five pillars: high expectations, choice and commitment, more time, power to lead, and focus on results. • Teachers are well-prepared, dedicated, and happy with the school. They provide organized lessons that include many opportunities to practice, master, and apply information and concepts. Most teachers appeared particularly strong at identifying essential questions, linking new topics to students' prior learning, making explicit the objectives for learning and critical vocabulary, using task and process questions to help students clarify and deepen their learning, allowing wait time after a question, rewarding effort and correct answers, and leading class discussions. • KIPP staff describes a well-developed and implemented teacher evaluation process that includes frequent informal observations and formal evaluation meetings twice a year. • The school leader and staff report they have participated in high quality professional development this year, including two staff retreats, two national conferences related to reading instruction and working with minority students, and in-school activities related to the Understanding by Design curriculum framework program and curriculum mapping.
Key Areas for Attention	<ul style="list-style-type: none"> • Some teachers demonstrate a need for professional development to help them understand and use student assessment data to inform instruction. The school might consider identifying one teacher with expertise in using student achievement data to guide instruction to "mentor" teachers who have less experience with use of data. • While all teachers know and implement the basic KIPP rituals, there are different levels of expectations, efficiency of teacher use of rituals, and the speed and quality of student responses within the school's classrooms. • Some parents reported that receiving timely and accurate information from the school about non-academic issues was a challenge in 2005-06. The school should develop a process for ensuring that parents have accurate information about school policies, activities and events.



GRADES SERVED IN 2005-06

K-4

NUMBER OF STUDENTS
ENROLLED IN 2005-06

178

*Source: Indiana Department
of Education, based on school's
Pupil Enrollment Count reported
every October.*

**Southeast Neighborhood
School of Excellence** attempts
to establish a culture that
promotes inclusiveness,
enthusiasm, and excellence
with a strong emphasis
on community
connectedness.

SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

SUMMARY OF PERFORMANCE

Southeast Neighborhood School of Excellence attempts to establish a culture that promotes inclusiveness, enthusiasm, and excellence with a strong emphasis on community connectedness. The school was developed in direct response to community needs, and it offers service learning projects that allow students to learn about the surrounding neighborhood.

Southeast Neighborhood School of Excellence

A

ENROLLMENT AND DEMAND

	2005-06	At Capacity
Grades served	K-4	K-5
Maximum possible enrollment, pursuant to charter	200	240
Number of students enrolled ¹	178	N/A
Number of students on waiting list ²	8	N/A

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ ²Source: School self-report of data, as of August 1, 2006. N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

Southeast Neighborhood School of Excellence

C

ATTENDANCE RATE IN 2005-06 SCHOOL YEAR

	Attendance Rate
Southeast Neighborhood School of Excellence	90.5%
Indianapolis Public Schools	93.5%
All Indiana Public Schools	95.8%

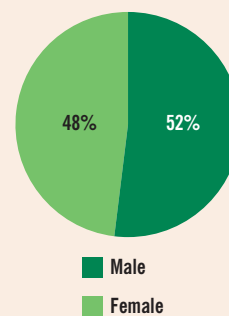
Source: Indiana Department of Education website, preliminary figures.

Southeast Neighborhood School of Excellence

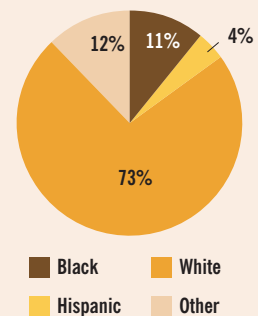
B

STUDENT COMPOSITION

Gender¹



Race¹



Southeast Neighborhood School of Excellence

Free/Reduced-Price Lunch ¹	85%
Special Education ²	14%
Limited English Proficiency ³	3%

¹Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

²Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2005. ■ ³Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2006.

IS THE EDUCATIONAL PROGRAM A SUCCESS?

Southeast Neighborhood School of Excellence

D

2005-06 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate ¹
All students	No	No	No	Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. ■ ¹To meet AYP goals, 95% of eligible students must participate in testing.

Southeast Neighborhood School of Excellence

E

2005-06 PUBLIC LAW 221 CATEGORY PLACEMENT

As Determined by the Indiana Department of Education

Category Placement: Academic Probation

The school demonstrated a decrease of 2.4% in ISTEP+ pass rates from its baseline pass rate of 28.6% to receive an Academic Probation placement.

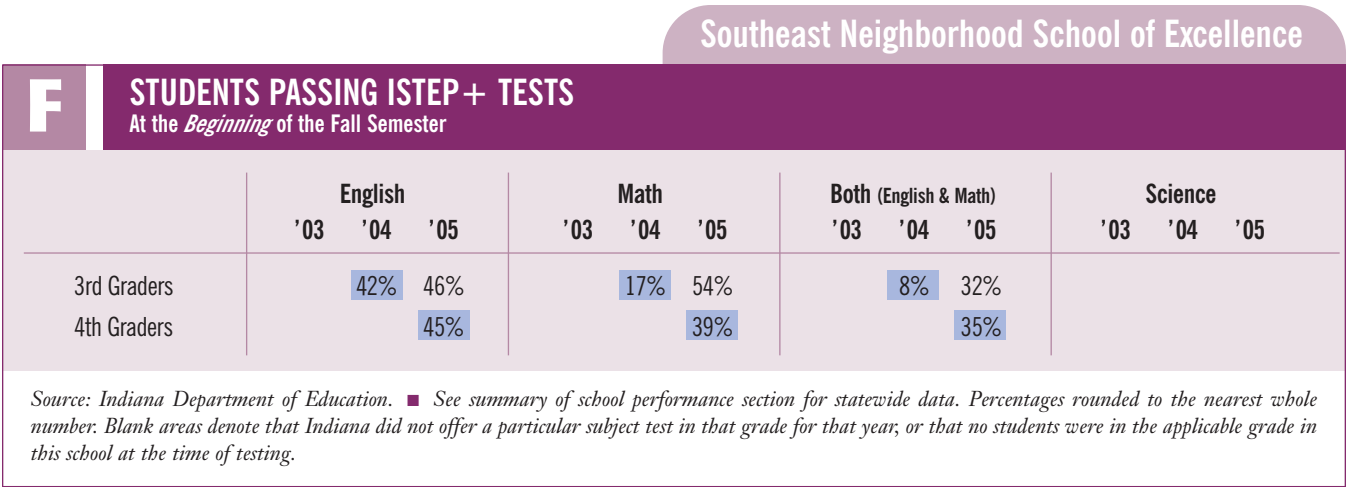
Source: Indiana Department of Education. Public Law 221 category placements are required annually by Indiana statute, IC § 20-31. A school is placed into one of five categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch and Academic Probation – based on a school's improvement in achievement on the ISTEP+ over a three-year period. Only students who attended the school for 126 days in the previous school year are included in the calculation.

ISTEP+ RESULTS

Starting in 2004-05, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Southeast Neighborhood School of Excellence. ■ CHART F shows how a particular grade performed over time (e.g., the purple boxes show how 3rd

graders in 2004 performed in 2005 as 4th graders). While the percent passing each year does not factor in the changing student population from year-to-year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual

student growth over the course of the 2005-06 school year. As ISTEP+ continues to be administered in all grades, the Mayor’s Office will be able to determine how much progress individual students in this school make on the ISTEP+ over time.



GROWTH IN TEST SCORES OVER TIME

Charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. NWEA, a national nonprofit organization that provides research-based assessments, analyzed the results in order for the Mayor's Office to answer two questions about how much students learned over the course of the 2005-06 academic year:

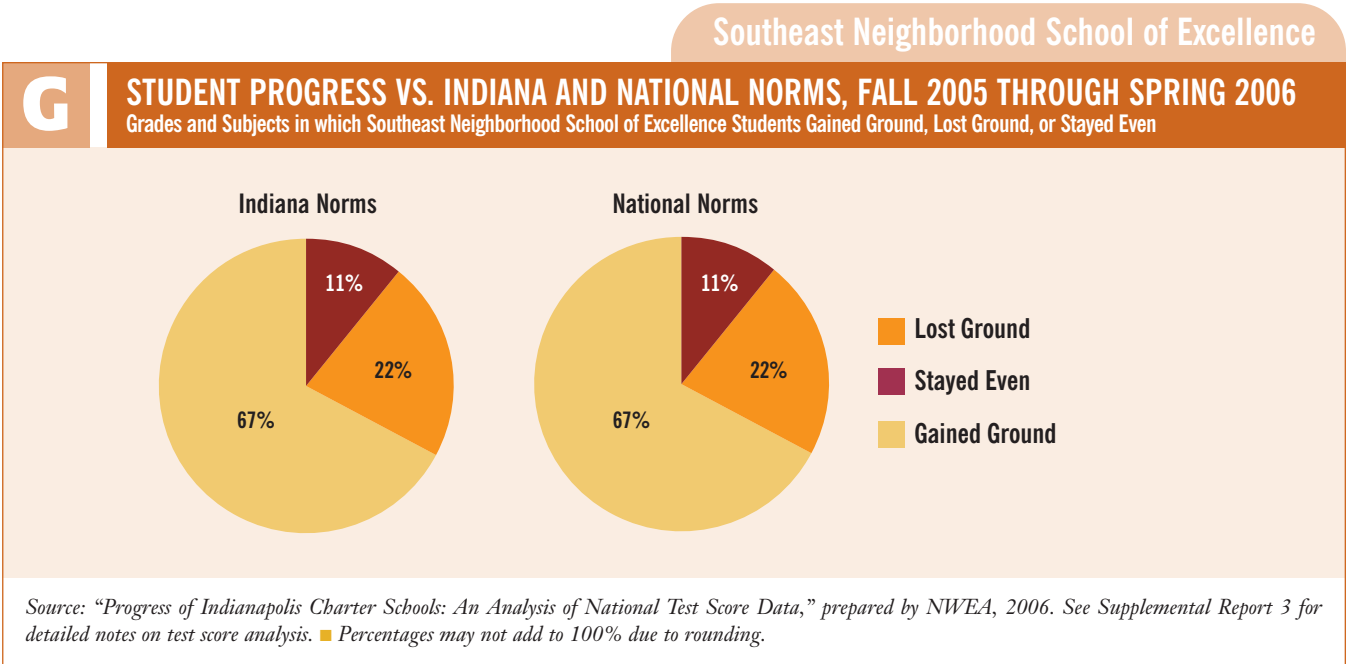
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

Comparative Gains: How much did Southeast Neighborhood School of Excellence students improve relative to their peers?

NWEA compared the average gains of students at Southeast Neighborhood School of Excellence with those of students across Indiana (■ CHART H) and the US (■ CHART I). The figures show where Southeast Neighborhood

School of Excellence students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Southeast Neighborhood School of Excellence students gained ground relative to their Indiana peers in 6 out of 9 (67%) grades and subjects (■ CHART G). They gained ground relative to their national peers in 6 out of 9 (67%) grades and subjects (■ CHART G).



Southeast Neighborhood School of Excellence



ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. Indiana Norms (IN), Fall 2005 Through Spring 2006

Southeast Neighborhood School of Excellence Gains vs. IN Gains			Gained or Lost Ground		
Grade/Subject	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	14.4	14.0		0.4 ¹	
2nd Grade Reading	10.4	13.3			-2.9
2nd Grade Language	11.7	13.8			-2.1
3rd Grade Math	14.9	10.1	4.8		
3rd Grade Reading	15.2	8.5	6.7		
3rd Grade Language	10.5	8.5	2.0		
4th Grade Math	12.5	9.1	3.4		
4th Grade Reading	9.7	6.6	3.1		
4th Grade Language	11.8	6.3	5.5		

How to Read this Figure: The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Southeast Neighborhood School of Excellence made an average gain of 14.9 points, compared to 10.1 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 4.8 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across Indiana.

Southeast Neighborhood School of Excellence

ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. National Norms (US), Fall 2005 Through Spring 2006

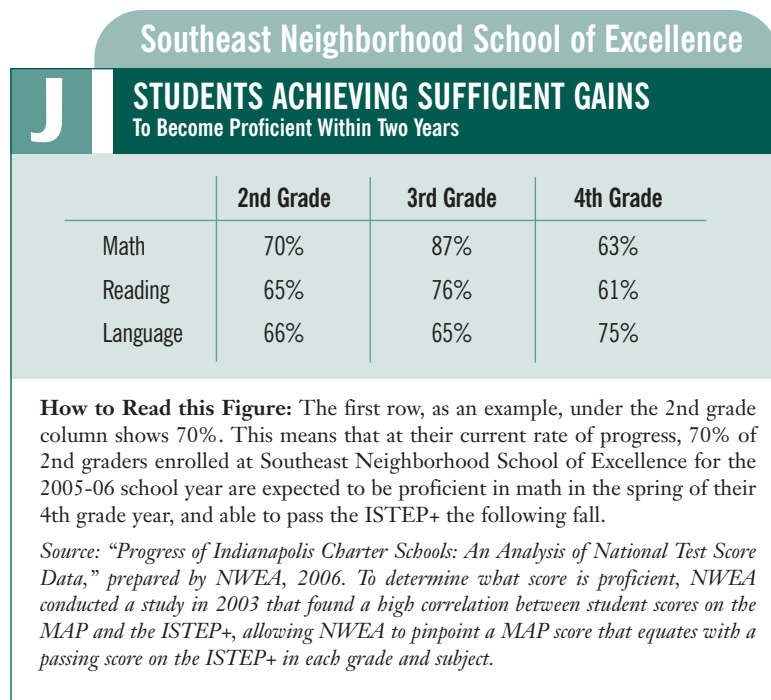
Grade/Subject	Southeast Neighborhood School of Excellence Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	14.4	13.9		0.5 ¹	
2nd Grade Reading	10.4	13.1			-2.7
2nd Grade Language	11.7	14.1			-2.4
3rd Grade Math	14.9	10.9	4.0		
3rd Grade Reading	15.2	9.1	6.1		
3rd Grade Language	10.5	9.1	1.4		
4th Grade Math	12.5	8.8	3.7		
4th Grade Reading	9.7	6.5	3.2		
4th Grade Language	11.8	6.3	5.5		

How to Read this Figure: The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Southeast Neighborhood School of Excellence made an average gain of 14.4 points, compared to 13.9 points for the average US student. These students were considered to have “stayed even” compared to the average US student because their average gains were not different to a statistically significant degree.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by NWEA, 2006. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 3 for detailed notes on test score analysis. ■ ¹The test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for this grade/subject and the average gains recorded across the US.

Sufficient Gains: What proportion of students is on track to reach proficiency?

NWEA projected each Southeast Neighborhood School of Excellence student's future MAP test score based on the gain he or she achieved between fall 2005 and spring 2006. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years and, therefore, able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." NWEA calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART J** displays the results.



IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

Southeast Neighborhood School of Excellence

K EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY
Findings from Expert Site Visit Teams, Reviews by Outside Accounting Firm, Results from Independent Surveys, and Oversight by Mayor's Office

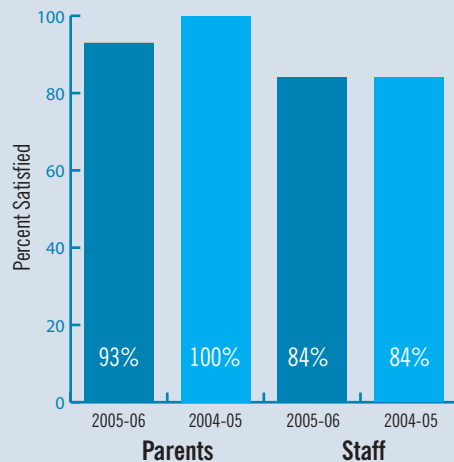
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2005-06, with no significant problems. During the 2005-06 school year, the Indiana State Board of Accounts (ISBA) audited the school's finances for the time period from July 1, 2003 to June 30, 2005. The school's response to the ISBA's findings was included in the official audit report. The report outlined several minor findings related to the school's financial accounting practices. Since the official audit report was released, the school's leadership team has made a commitment to rectify these findings.
Board Governance	During the expert site visit, questions arose regarding the clarity of roles between the school's administration and the Board, the Board's composition and expertise, and Board members' levels of involvement at the school. At the beginning of the school year, Board members' attendance at meetings was very poor. The Board should identify school needs, ensure that Board members have appropriate expertise and levels of involvement, and develop a plan to ensure the school's long-term financial viability. In addition, the Board could consider adding members with knowledge and expertise that might benefit the school.
Leadership	In 2005-06, communication and interactions between administrators and teachers were significantly improved. The school's new Director of Education, in particular, has been very successful at facilitating communication between the teachers and administrators and providing the teachers with support for academic processes.

PARENT AND STAFF SURVEY RESULTS

Southeast Neighborhood School of Excellence

L

OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 and spring 2006 by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis. ■ Calculations do not include missing responses. For the parent surveys, “satisfied” includes “very satisfied” and “somewhat satisfied” responses. For the staff surveys, “satisfied” includes “very satisfied,” “satisfied” and “somewhat satisfied” responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Southeast Neighborhood School of Excellence

M

PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	87%	47%
Return to the school next year	88%	74%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2006 by CELL. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis.

Southeast Neighborhood School of Excellence

N

PARENT EVALUATION

Responses of Very Satisfied/Moderately Satisfied on Select Topics

	Parents
Overall quality of education ¹	85%
Quality of teaching/instruction	84%
Curriculum/academic program	89%
Individualized student attention	81%
Class size	89%
Services provided to special needs students ²	79%
Opportunities for parent participation	91%
School administration	78%
Faculty/teachers	85%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2006 by CELL. "Very satisfied" and "moderately satisfied" responses are on a five-point scale (scale also includes "satisfied," "moderately dissatisfied," and "very dissatisfied"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor." ■ ²Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

Southeast Neighborhood School of Excellence

O

STAFF EVALUATION

Responses of Strongly Agree/Agree on Select Topics

	Staff
Overall quality of education ¹	68%
School improvement efforts are...	
Focused on student learning	72%
Based on research evidence	50%
The principal at this school...	
Tracks student progress	23%
Works directly with teachers	6%
Makes clear the expectations	17%
Communicates a clear vision	45%

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2006 by CELL. "Strongly agree" and "agree" responses are on a six-point scale (scale also includes "somewhat agree," "somewhat disagree," "disagree," and "strongly disagree"). Calculations do not include missing and "don't know" responses. See Supplemental Report 3 for detailed notes on survey protocol and analysis. ■ ¹Overall quality of education results include "very good" and "excellent" responses on a five-point scale which also included "good," "fair," and "poor."

IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Southeast Neighborhood School of Excellence satisfactorily met its obligations in 2005-06 for compliance with laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. However, the school did experience

some challenges in satisfying reporting and compliance requirements. The school submitted an incorrect 2004-05 Annual Expenditure Report for Title I funding and was late in submitting the Title I, Part A application for the 2005-06 school year. Throughout the year, the school was significantly late in producing many important documents for the Mayor's Office compliance

binder. The school must recognize the importance of satisfying these reporting requirements, and make complying with these obligations a priority for the 2006-07 school year. In order to do this, the school may consider developing better systems that ensure timely and accurate reporting to regulatory agencies.

IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Southeast Neighborhood School of Excellence

P

EXPERT SITE VISIT TEAM'S KEY COMMENTS

Key Commendations

- The school has made progress toward its mission to be a community school for the city's southeast neighborhood.
- The school has convened a voluntary teacher curriculum committee to address curriculum issues.
- Classrooms are very orderly, with strong and effective classroom rituals and well-behaved, engaged students.
- All evidence suggests that communication from the school to the parents about academics is adequate and clear. In focus groups, parents report that the school makes a real effort to reach out and involve parents and routinely provides information about academics.
- Parents report that they are very satisfied with the school leaders and describe teachers as brilliant and hard working. Parents also appreciate the school's efforts to be a vital part of the community.
- Classroom observers found that many teachers reference Indiana state academic standards during lessons.
- All constituents report, and the site team observed, that the school climate is safe, positive, and respectful. Parents say that teachers care for and nurture the children and communicate to students that school is serious business and that education is valuable. Parents and students also say that they believe students are learning and taking more responsibility for their education.

Key Areas for Attention

- Teachers express concerns about the limitations of Core Knowledge and Everyday mathematics. The school should identify the limitations of the current curriculum and develop appropriate curricular responses.
- The school should use an explicit process to tie academic decisions to relevant student achievement data, such as using baseline assessments to better design the kindergarten year, literacy assessments to place students in after-school reading groups, and grade-level exit assessments to inform student promotion and retention decisions.
- The school should make a commitment to providing a multicultural environment more visible and pervasive, including offering professional development for staff members on multicultural curricula.
- Teachers might benefit from having discussions and professional development about how to promote learner independence and how to ensure student success in completing increasingly challenging, rigorous work.
- In 2005-06, the school had two curriculum committees, one chaired by a Board member and the other comprised of teachers and staff. The school's administration and Board should consider how to create a single curriculum committee that oversees all curriculum decisions and discussions to ensure consistency.

THE SCHOOLS: OVERVIEW

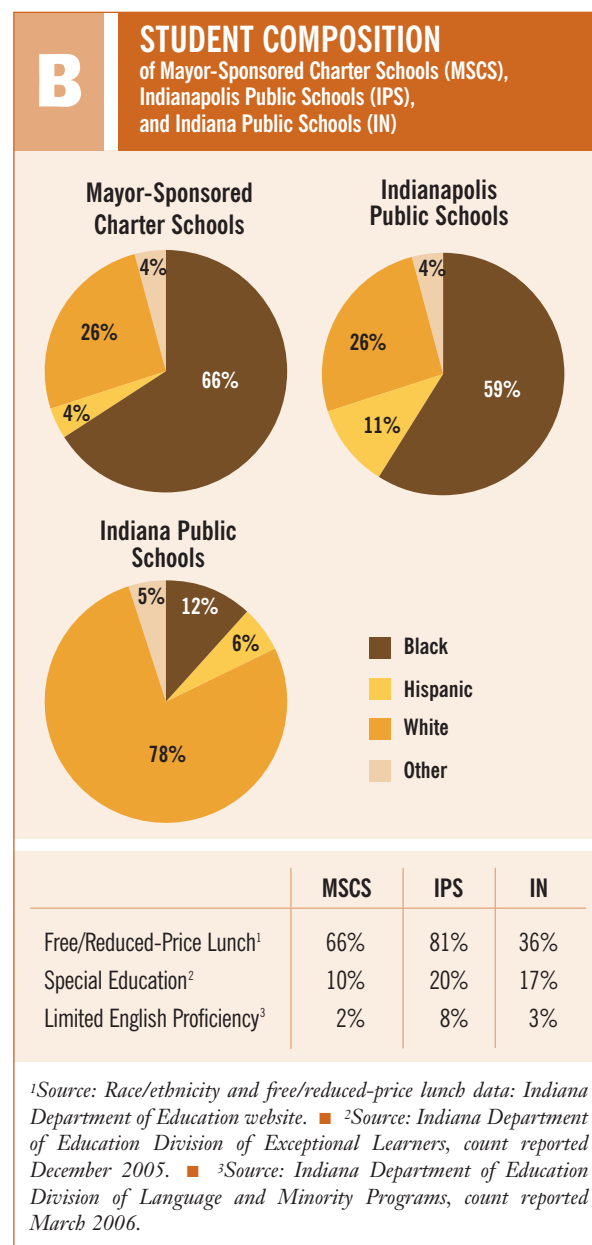


A 2005-06 GRADES SERVED & ENROLLMENT For All Mayor-Sponsored Charter Schools			
Opened	Mayor-Sponsored Charter School	Grade Level Served	Enrollment
2002	21st Century Charter School at Fall Creek	K-9	301
	Christel House Academy	K-7	358
	Flanner House Elementary School	K-7	223
2003	Andrew J. Brown Academy	K-7	572
2004	Charles A. Tindley Accelerated School	7-10	241
	Indianapolis Metropolitan Career Academy #1	9-10	88
	Indianapolis Metropolitan Career Academy #2	9-10	86
	KIPP Indianapolis College Preparatory	5-6	167
	Southeast Neighborhood School of Excellence	K-4	178
2005	21st Century Charter School at Fountain Square	6-10	160
	Decatur Discovery Academy	9-11	97
	Indianapolis Lighthouse Charter School	PK-5	297
Total Enrollment			2,768

Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ In 2005-06, students residing in 25 different school districts attended Mayor-sponsored charter schools.

C 2005-06 DEMAND For All Mayor-Sponsored Charter Schools	
Available slots ¹	1,379
Applications received ¹	980
Rate of subscription	71%
Students on waiting lists ²	852

¹Source: School self-report of data, as of spring 2005 lottery.
 ■ ²Source: School self-report of data, as of August 1, 2006.



For More Information

Information about the Mayor-sponsored charter schools' finances, a description of the Mayor's accountability system and notes on the methods used to gather and analyze the information included in this report is included in three supplemental reports:

Supplemental Report 1: Financial Status of Indianapolis Charter Schools

Supplemental Report 2: The Mayor's Charter School Accountability System

Supplemental Report 3: Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

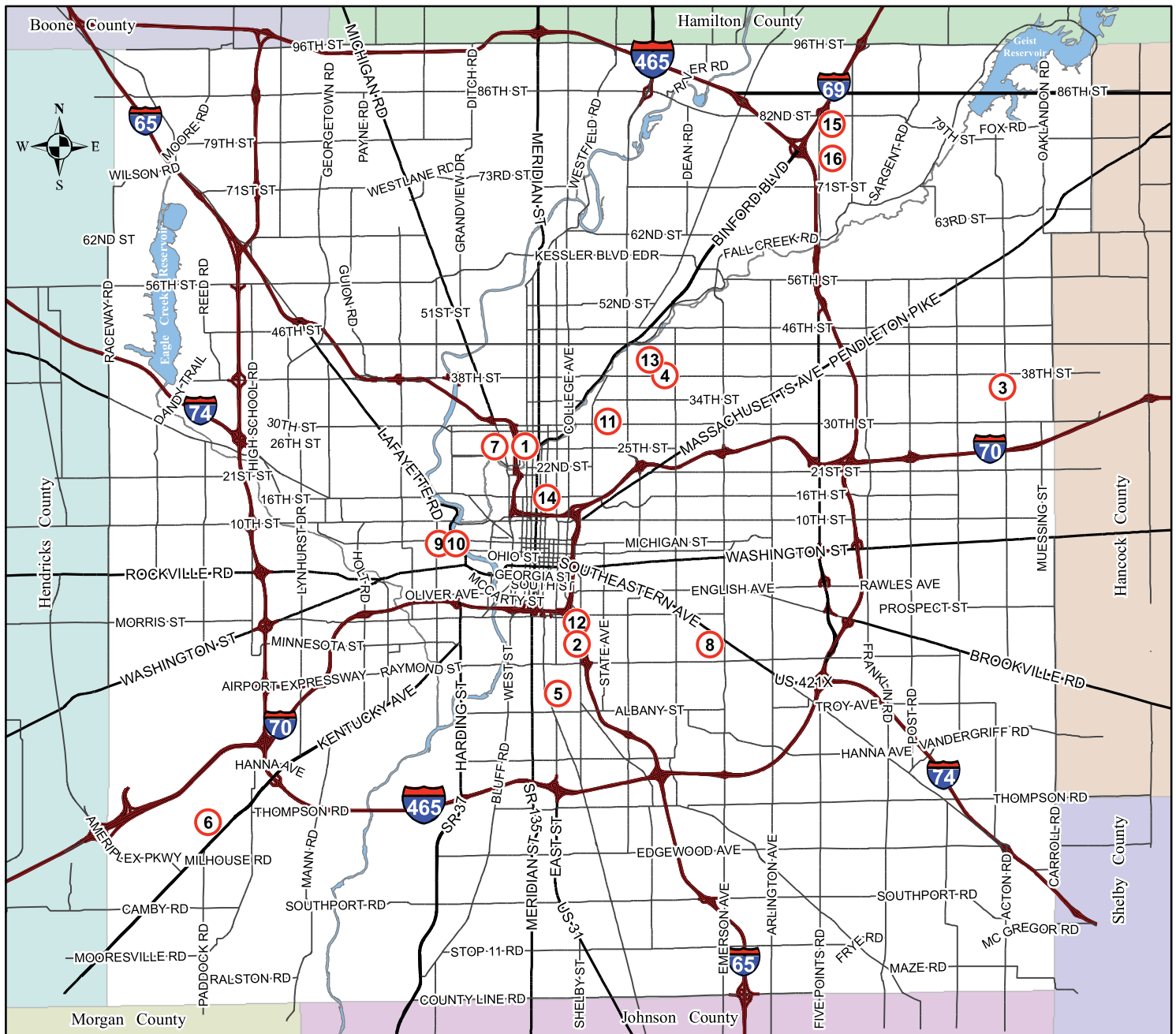
These supplemental reports, along with the 2006 Accountability Report on Mayor-Sponsored Charter Schools, are available on-line at www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2006/home.htm or by contacting the Mayor's Office at 317-327-3618 or charter@indygov.org.

Electronic versions of the other documents referenced in this report also may be accessed from the above website.

For additional up-to-date information about charter schools in Indianapolis, visit the Indianapolis Charter Schools homepage at www.indygov.org/eGov/Mayor/Education/Charter/.



Mayor-Sponsored Charter School Locations



Operating Schools

- 1 21st Century Charter School at Fall Creek
2540 North Capitol Avenue
317-536-1026
- 2 21st Century Charter School at Fountain Square
1615 South Barth Avenue
317-536-1028
- 3 Andrew J. Brown Academy
3600 German Church Road
317-891-0730
- 4 Charles A. Tindley Accelerated School
3960 Meadows Drive
317-545-1745
- 5 Christel House Academy
2717 South East Street
317-783-4690
- 6 Decatur Discovery Academy
5125 Decatur Boulevard
317-856-0900
- 7 Flanner House Elementary School
2424 Dr. Martin Luther King Jr. Street
317-925-4231
- 8 Indianapolis Lighthouse Charter School
1780 Sloan Avenue
317-351-1534

Operating Schools (continued)

- 9 Indianapolis Metropolitan Career Academy #1
1635 West Michigan Street
317-524-4638
- 10 Indianapolis Metropolitan Career Academy #2
1635 West Michigan Street
317-524-4638
- 11 KIPP Indianapolis College Preparatory
1740 East 30th Street
317-637-9780
- 12 Southeast Neighborhood School of Excellence (SENSE)
1601 South Barth Avenue
317-423-0204
- 13 Challenge Foundation Academy
3980 Meadows Drive
317-545-1745
- 14 Herron High School
1505 North Delaware Street
317-231-0010
- 15 Hope Academy
8102 Clearvista Parkway
317-572-9356

Schools Opening Fall 2006 (continued)

- 16 Lawrence Early College High School for Science and Technologies
7250 East 75th Street
317-964-8080

Schools Opening Fall 2007

- Monument Lighthouse Charter School
(location to be determined)
800-901-6943
- Mozel Sanders Academy
(location to be determined)
800-699-9235

0 1.25 2.5 5 Miles

Date: August 2006
Produced by: Marion Co. ISA-GIS Division, F.B.
Data Source: IMAGIS, City of Indianapolis/Marion Co. GIS

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